

Sierra

EDUCATIONAL NEWS



OUTDOOR SCHOOL AT PALM SPRINGS

There are 38,000 copies of this issue OCTOBER 1942

CALIFORNIA TEACHERS ASSOCIATION

CALIFORNIA TEACHERS ASSOCIATION

THROUGH many years of cooperative work the public school teachers as members of California Teachers Association have made for themselves a real profession in California.

Good school conditions have come because of the consistent, continued program of this Association. Chance had little part in the effort which has given California its leading place in the educational system of the nation.

90% of the teachers of California have paid their share so that no backward step would be taken.

10% of the teachers of California have paid no share in the Association's program which has materially helped to better their conditions.

Every California teacher should be proud to belong to an organization which has the record

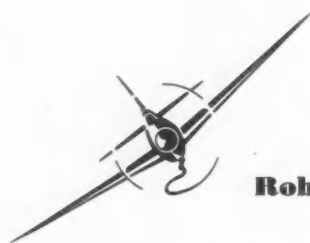
of accomplishment of California Teachers Association.

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1. Greater state support for the public schools.
2. Public support for kindergartens.
3. Public support for junior high schools.
4. Public support for junior colleges.
5. Free textbooks for all public high school pupils.
6. High certification qualifications, guaranteeing to every child in the state a well-trained, well-educated teacher.
7. Continuing contracts for teachers.

EVERY teacher in California should be an active member of California Teachers Association. The dues are \$3 per year.



BEFORE YOU FLY ESSENTIALS OF AERONAUTICS

Robinson • Middleton • Rawlins • Phillips

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• For beginners

A survey of the essentials of aeronautics. The text is clear and easy enough to sustain the initial enthusiasm for the new course. It is thorough, but includes a minimum of technical details.

• By high-school teachers

BEFORE YOU FLY was "taught up," not just thought up, in the aviation courses given by Robinson and Middleton this last year in the District of Columbia high schools. These high-school teachers knew how to gear the text to eleventh and twelfth graders.

Volume I, for the first term, was published on August 28; Volume II, for the second term, will be ready in December. A Teacher's Manual is furnished to teachers free of charge.

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SIERRA EDUCATIONAL NEWS

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TRAVEL SECTION



PALM SPRINGS

AMERICA'S NEWEST WINTER PLAYGROUND

F. Q. Tredway, San Francisco

PALM SPRINGS, Southern California's famous desert winter resort and popular vacation spot, is open this fall and winter as usual. Because of El Mirador, one of the village's largest hotels, having been taken over by the Army and converted into a hospital, the impression has been gained in some quarters that Palm Springs would not be open this season.

This is not the case. The El Mirador is the only Palm Springs hotel which will not be open. Some of the hotels are already opening, and others are making plans to open earlier than usual. The Destrtr Inn, one of the largest hotels in this area, opened October 1, a month earlier than last season, because of the numerous inquiries received from visitors of past seasons. The Oasis, Del Tahquitz, the Lone Palm, Palm Springs Hotel, Casitas del Monte, Casa Palmeras, all well-known hotels, and the Deep Well and Smoke Tree Guest Ranches, report a large number of inquiries for the coming season.

Palm Springs sits on the western rim of what is geographically known as the Colorado Desert of California. There is no other spot in America — nor in the world, for that matter — with a more ideal winter climate, or with such unique surroundings. It is a real oasis in the desert, off the beaten path, an ideal place for a winter holiday. Native palm-tree groves in the canyons beside health-giving springs, are sheltered by Mount San Jacinto, so that the region is virtually immune to the severe winds encountered in the open desert spaces. The elevation is 452 feet above sea level, while the towering crags of San Jacinto stand 10,805 feet above. The domestic water comes from the slopes of this gorgeous, snow-covered peak; it is plentiful and it is good water, and good for you.

There are many things to do at Palm Springs, and there is nothing that has to be done. Time moves placidly, but pleasantly. There is no waiting for street cars (there are no street cars), no crowding into elevators, no hurrying through breakfast, no hastily-eaten luncheons, no arguing with traffic officers. But there is a folky little village which strives to remain a village, where one may live comfortably or sumptuously — where one may play golf, tennis, hike, swim in fine pools, picnic under palm trees,

pitch horseshoes, or just lie around and let the rest of the world go by.

Accommodations in Palm Springs are unsurpassed. There are many luxury hotels. There are smaller hotels and apartments, and there are private homes — some modest, and many of them very magnificent — in the town and dotting the hillsides. The main street of this quaint village is tree-bordered — as an oasis would be — and there are stores and shops carrying all the every-day necessities and not a few of the luxuries.

In the Palm Springs region many scenic spots await those who love the beauties of nature. Palm Canyon, about four miles from the village, is a wonderland, with its neighboring Murray and Andreas canyons, filled with thousands of pre-historic palms, whose origin will perhaps be forever shrouded in mystery. These canyons, with their rippling brooks, Tahquitz Canyon with its majestic rock formations and its splashing waterfall, are all fruitful of legend and romance. Also for the sightseer are short trips to the Date Gardens, Painted Canyon, Twenty-nine Palms, the Salton Sea,

The water of this luxurious swimming-pool reflects a sun that raises the average noon temperature to 81 degrees in the dead of winter.



the Imperial Valley, and across the border into Old Mexico.

Palm Springs average noon temperature from November to May is 81 degrees; average night temperature 45 degrees. The humidity averages 28 degrees. Average annual rainfall is 3.22 inches.

"Discovered" by Hollywood several years ago, Palm Springs is now a popular spot with the great of the cinema world as a resting place between pictures, or as a mecca for week-end visits. It is not an uncommon experience for the visitor to pass on the street some movie star he has seen on the screen a night or two before.

There is no formality at Palm Springs — which is one of its great charms. Informal dress is the rule, with slacks, shorts and sports clothes predominating. Life is lived casually, one's activities being motivated by his own desires.

* * *

Casa Pan-Americana, a workshop on Latin-America under direction of Dr. Samuel Guy Inman, was held at Mills College last summer. An excellent and interesting report on this significant wartime project, prepared by Aurelia Henry Reinhardt, president of Mills, and John Harvey Furbay, director of the summer session, comprising 21 mimeographed pages, gives a complete, detailed account of the numerous, varied activities which comprised this worthy enterprise.

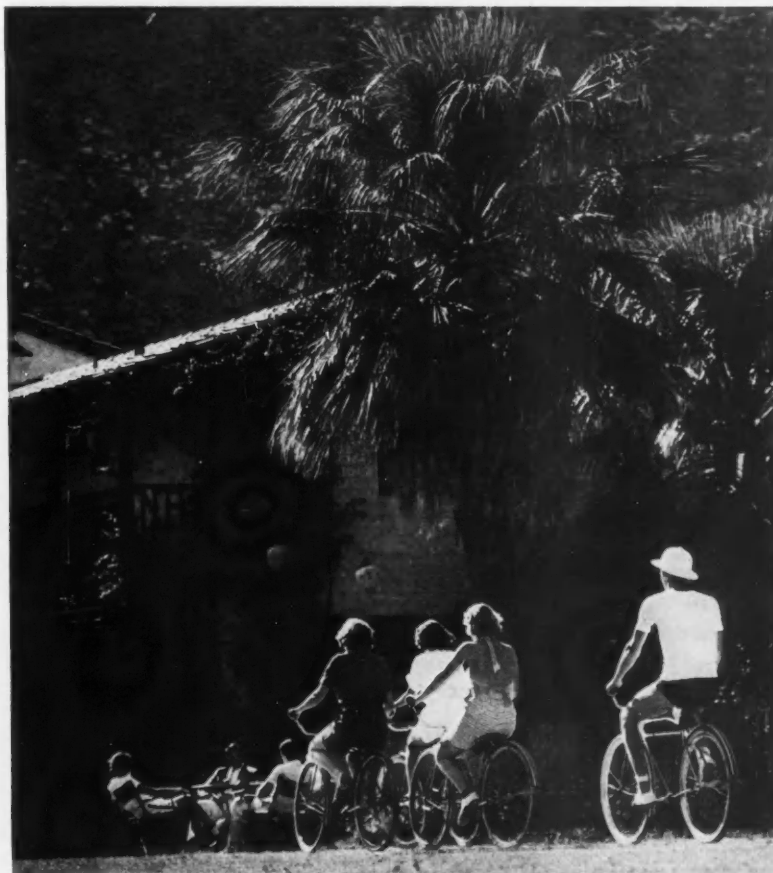


Truly a "desert oasis" is the new Palm Springs Village. Casually-clad guests from nearby resorts love to spend hours in the smart little shops.

Down South America Way, by Alice Cusack, director, kindergarten-primary education, Kansas City, and Alta E. Stumpf, author and editor, Los Angeles, is a very attractive childrens' book of 320 pages issued by Wheeler Publishing Company,

2831 South Parkway, Chicago; price 96c. It is admirably planned for use in teaching inter-American friendship in the elementary schools. The Wheeler Company has published numerous timely books for new curriculum programs.

Hollywood stars brought bicycling to the desert, and it is still a popular diversion. Horseback excursions into nearby mountains are also popular.



AS WORLD FAMOUS
AS SAN FRANCISCO



The
PALACE
HOTEL

The Speaking Voice

Stanford University Teacher is Author

VIRGIL A. Anderson, Associate Professor of Speech and Drama, Stanford University, is author of *Training The Speaking Voice*, an excellent text of over 400 pages with illustrations, issued by Oxford University Press, and covering voice-training, voice and diction, and fundamentals of speech. It includes programs of drills and exercises and outlines of background material. Price \$2.50.

San Francisco Public Schools have issued an 80-page bulletin entitled *Mobilizing San Francisco Youth*. An emergency program for the junior and senior high schools, it was prepared by Superintendent J. P. Nourse and his assistants, and contains material on student welfare activities, work, experiences, and curriculum adaptations. The instruction covers a wide range and is issued in order that all the teachers may have a comprehensive understanding of procedures and practices to be followed in order that the schools of San Francisco may work to their highest degree of efficiency.



KEEPING PACE

with the giant strides of war-time travel

Never in history has a war so urgently required so much of transportation . . . never has transportation responded so efficiently. Greyhound, carrying millions more passengers than ever in the past, is extending its facilities to the utmost, eliminating all unnecessary services, so that every essential traveler shall reach his destination promptly, without waste of precious time and money. There are few new buses to be had—there is great need for conservation—so every coach, every scrap of rubber and metal, every gallon of fuel must be made to stretch farther and farther. Greyhound could not successfully have carried the capacity loads of the past mid-summer season without the good-natured cooperation of several million travelers. *Our sincere thanks to every one of you!*

How you can help when taking war-time trips:

- Travel on Tuesdays, Wednesdays, Thursdays. • Take as little baggage as possible. • Get trip information in advance. • Be at bus station early.



• Add to the joy of your trip to Los Angeles, the thrill of a stay at **THE BILTMORE** . . . an evening in famous "Supper Club of the Stars," **THE BILTMORE BOWL**, a matinee luncheon in **THE RENDEZVOUS**, "Nite Club in the Afternoon."

★

1500 ROOMS • ALL WITH BATHS
Singles \$4 to \$8 • Doubles \$6.50 to \$10
• **THE BILTMORE** •

Methods for the Study of Personality in Young Children, edited by Lerner and Murphy, a paper-bound monograph of over 300 pages, is published by Society for Research in Child Development, National Research Council, Washington, D. C.; price \$2. Dean Frank N. Freeman, University of California, Berkeley, is a member of the editorial board.

Circus Cart

Nina Willis Walter, Pasadena

VOLUPTUOUS Spring
Drives a gaudy circus cart
Through California.

Twelve Bright Trumpets by Margaret Leighton, illustrated by Frank Dobias, has been issued by Houghton Mifflin Company; price, \$1.28; is made up of interesting stories of boys in many lands. Each chapter gives an historical account of the life of a youth in some historical epoch of old Europe. The stories are so told that they capture the interest of the reader.

Helen S. Pratt, representative of Junior Audubon Clubs for California, Arizona and New Mexico (address, 2451 Ridge View, Eagle Rock), announces that club supplies, bulletins, and other materials may be obtained from her. Junior Audubon Clubs are thriving in many Western schools.

Sierra

EDUCATIONAL NEWS

JOHN F. BRADY *President*

ROY W. CLOUD *State Executive Secretary*

VAUGHAN MacCAUGHEY *Editor*

VOLUME 38 183

OCTOBER 1942

NUMBER 8

CURRENT EVENTS

Roy W. Cloud

SCHOOL people throughout California were delighted with the election of the chief school officer at the primary elections held on August 25. Dr. Walter F. Dexter, State Superintendent of Public Instruction, was re-elected at the primaries by a vote which demonstrated his popularity and the esteem in which he is held by the people of the state generally. Although there were three candidates against Dr. Dexter, he won his reelection by an overwhelming vote. We are happy that we shall have the leadership of this fine man during the coming four years.

While it will not be necessary for Dr. Dexter to make any campaign for the November general election, it is to be hoped that everyone interested in education will give Dr. Dexter a complimentary vote on the November ballot. California is indeed fortunate in having a man of the educational attainments and splendid personality that are possessed by our state educational leader.

The August primary election has made changes in the personnel of the county superintendents of California. According to information which we have received, at least 7 of those who have held the office in the past will relinquish their responsibility to other educators. California has indeed been

fortunate in its selection of county educational leaders, although in many instances the remuneration is not nearly as much as should be allowed to the holders of the offices. Efficient and able administrators have been willing to accept the responsibility

*Dr. Walter F. Dexter of Sacramento;
State Superintendent of Public
Instruction*



ity because of their desire to serve the children of California.

For the first time since the beginning of

the War, California Teachers Association has been required to relinquish the services of one of its most able workers. Dr. Elmer H. Stafflebach who, for the past 12 years, in addition to his position as head of the Department of Teacher Training in San Jose State Teachers College, has been Research Director of California Teachers Association, has accepted a commission in the United States Army and is now a Captain in the Ground Forces of Aviation. Dr. Stafflebach has been ordered to Miami Beach, Florida, and has already started his intensive training there. We shall miss Dr. Stafflebach greatly from our official family and we trust that he will return safely and again give the advantage of his splendid knowledge and training to the schools of California.

ON Thursday, September 17, one of the oldest educational associates of your Executive Secretary passed away, George W. Hall, who for many years was the superintendent of schools of San Mateo. Mr. Hall began his services as a teacher in San Mateo County in 1878 and with the exception of 2 years, from 1882 to 1884 when he was principal of the school at Fort Bidwell, Modoc County, he was connected with the schools of San Mateo County. From 1884 to 1894 he was principal of the elementary school at Half Moon Bay. In 1894 he accepted the principalship of the San Mateo Elementary School and continued successively as principal, supervising principal, district superintendent, and city superintendent of the San Mateo City Schools. On his retirement in 1939, he had the distinction of having served continuously for the longest period of time of any superintendent of schools in America. Mr. Hall was a fine, upstanding citizen and an excellent educator. He was 82 at the time of his passing.

At the Institute on Education and War which we recently attended in Washington, D. C., Major General

Lewis B. Hershey discussed the matter of deferment of school teachers. He stated that all requests for deferment should be taken to the local induction boards by the superintendents or boards of education of the districts in which teachers are employed, if deferment is desired. He stated that it was not the wish of the Army to take from their positions those teachers whose services are urgently needed for the welfare of the schools. His notice of January 1 is the only one

General Hershey's Letter

National Headquarters
Selective Service System
21st Street and C Street, N.W.
Washington, D. C.

January 1, 1942.

Memorandum to All State Directors (I-327)
Effective date: At once.

Subject: Occupational deferment of teachers in secondary schools (III)

THE Office of Production Management, through its service agency, the Bureau of Labor Statistics, has completed a study with regard to the possible shortages of high school teachers. The results of this study indicate that certain fields of teaching will experience shortages which may impair the effective operation of secondary schools.

The fields in which major shortages of teachers are expected to exist are:

1. Vocational Education
2. Industrial Arts
3. Vocational Agriculture
4. Physical Education for Men

These positions are almost entirely filled by men, and reserves who may serve as replacements are practically non-existent.

Lesser shortages may be expected in the teaching of physical science and mathematics. Positions in these fields are filled by both men and women. However, existing shortages indicate that the reserves of women teachers are being rapidly depleted.

In determining in each individual case the classification of teachers, it should be realized induction would not necessarily create vacancies as replacements may be available. However, where qualified replacements are not available, an impairment of the level of education will result. This is more likely to be true in less prosperous communities where compensation and conditions are less attractive. The obligation of an individual for training and service should be carefully weighed against the national interest involved in the maintenance of the level of secondary education.

Sincerely yours,

(s) Lewis B. Hershey,

Director.

which has been issued in this regard. We believe that there are times when it will be necessary for school administrators to ask for deferment of some of their instructors. It is the desire of

the Army and of the Navy that the schools of America shall turn out well-trained students who will have a thorough knowledge of the various arithmetical and scientific branches which are part of our educational system. Therefore deferments must at times be granted.

* * *

A WARNING

Roy W. Cloud

AS State Executive Secretary of California Teachers Association, I am receiving many requests for information concerning a campaign now being conducted by a small group of teachers and retired teachers asking donations to finance a teacher retirement plan which promises a larger retirement allowance than the CTA Plan.

We wish our members to know that the request for funds has NO backing from CTA.

All official statements concerning the California Teachers Association Retirement Plan are signed by me or by Miss Louise Beyer, Chairman of our Association retirement committee.

California Teachers Association is NOT asking any contributions from any teacher nor from anyone else for a retirement study. Funds donated for this campaign are NOT for the BENEFIT of California Teachers Association nor of its committee on retirement.

Requests for modification of the CTA plan need not be submitted to any outside group but can continue to be sent in, just as they have in the past, through the regular CTA channels. Financial contributions are NOT solicited by CTA.

* * *

Professional Loyalty

Join Your Local, State, and National Societies

Louise Beyer, Berkeley; State Director for California, National Education Association

WITH the opening of another school year, local associations are again directing their attention to renewed and increased membership in the professional organizations. Financial obligations have increased for teachers, as they have for all citizens, but dues for the local, state and national organizations should not be eliminated from teacher budgets.

There must be an equalization of educational opportunities for the children of the nation. Certainly the present standard must be maintained against all pressure calling for curtailment. This is essential to a democratic form of government both in times of war and of peace.

The teaching profession has as its paramount interest the welfare of children and the protection and improvement of their educational opportunities. It can speak and work most effectively through strong and united groups.

Teacher organizations working for child and teacher welfare must rely upon voluntary membership for their strength and force. In these critical times there is need for greater strength in the protection of educational standards.

Join your local, state and national organizations. California, with a small increase in membership, will be entitled to two state directors in the National Education Association. Let us each assume our own share of this professional obligation.

In-Service Training Course, offered by San Francisco Public Schools Department of Counseling and Guidance and sponsored by Head Counselors Association, closes December 7. There are 13 meetings comprising 3 general sessions and 10 sectional meetings of small study-groups. A 6-page circular gives full details; O. I. Schmaelzle is director of counseling and guidance.

EDUCATION AND THE WAR

REPORT ON THE RECENT MEETINGS AT WASHINGTON AND RICHMOND

Roy W. Cloud

ANATIONAL Institute on Education and the War was held at the University of America, Washington, D. C., August 28-31. Approximately 600 delegates, representing every state in the Union and who were requested to be present by the National Commissioner of Education, attended the meetings.

The forenoon sessions were filled with speeches by prominent government officials, members of the United States Army, and Commissioners from various departments of the federal government.

The afternoons were taken up by symposiums on general administrative problems. During the evenings addresses were made by ranking officers of the United States Army and Navy, a member of the President's Cabinet, and members of Congress.

The meeting was called jointly by Honorable Paul V. McNutt, Administrator, Federal Security Agency, and Chairman of the War Manpower Commission, and Honorable John W. Studebaker, Commissioner of Education and Chairman of the United States Office of Education Wartime Commission.

Dr. Studebaker stated that 17 days after the Japanese treacherously attacked Pearl Harbor, fourscore leaders, representatives of various schools of American education, met in the U. S. Office of Education in response to his call, and formed a special Wartime Commission. At this meeting Mr. McNutt had specified as objectives of the Commission:

Objectives of the Commission

"(1) To facilitate the adjustment of educational agencies to war needs, and (2) to inform the Government agencies directly responsible for the war effort concerning the services schools and colleges can render, and (3) to determine the possible effects upon schools and colleges of proposed policies and programs of these Government agencies."

Dr. Studebaker, selected as chairman of the Commission, reported at the convening of the Institute that there had been set up two divisional committees, one on higher education and one on state and local school ad-

ministration. He stated that to the Commission, usually through these committees, had come many problems of adapting education to meet the war emergency. The Commission had opened a two-way road to closer cooperation. The Federal Government had presented its needs for help from schools, colleges, and libraries, and education in turn had offered its proposals and problems to the Government. The Commission had met six times. Divisions and subcommittees held many additional meetings. Many educators had asked for guidance and had turned to the Commission for information.

An Overview

"To give them an overview of the war effort and what it needs from education, the Wartime Commission sponsored this National Institute on Education and War. The meeting was called in order that the representatives of the forty-eight states might learn at the Institute, from Federal officials, matters pertaining to education which they could transmit to the millions of teachers and students who attend the schools of the nation."

Because of limited housing facilities at the University of America, the invitations were limited to the chief school officer of each state, the commissioner of vocational education, the superintendents of schools of the principal cities of each state and to the secretary of each state teachers association.

Among those present from California were: Dr. Walter F. Dexter, state superintendent of public instruction; John Beswick, director of vocational education, State Department of Education; Dr. Vierling Kersey, superintendent of schools of Los Angeles city; John F. Brady, chief deputy superintendent of schools of San Francisco and president of California Teachers Association; Dr. William R. Odell, deputy superintendent of schools, Oakland; Dr. Grayson N. Kefauver, dean, School of Education, Stanford University; Dr. John Harbeson, dean, Pasadena Junior College; Arthur F. Corey, executive secretary, CTA Southern Section; Roy W. Cloud, state executive secretary, California Teachers Association; and several other representatives from California schools.

The Institute opened on Friday morning, August 28, with a report by Honorable Paul V. McNutt on Educa-

tion's Role in the War. He was followed by Dr. Studebaker, Dean Joseph W. Barker, special assistant to the Secretary of the Navy; Honorable Fowler Harper, deputy chairman, War Manpower Commission; Lt. Gen. Brehon Somervell, Commanding General, Services of Supply, War Department; and Honorable Arthur S. Fleming, commissioner, Civil Service Commission, and member of the War Manpower Commission.

President Franklin D. Roosevelt sent the following message to those in attendance:

"Our schools, public and private, have always been molds in which we cast the kind of life we wanted. Today, what we all want is victory, and beyond victory a world in which free men may fulfill their aspirations. So we turn again to our educators and ask them to help us mold men and women who can fight through to victory. We ask that every school house become a service center for the home front. And we pray that our young people will learn in the schools and in the colleges the wisdom and forbearance and patience needed by men and women of good will who seek to bring to this earth a lasting peace."

Among others who were on the program were Major General Lewis B. Hershey, Director, Selective Service System of the United States Army; Col. G. L. Davasher, liaison officer, technical training command, United States Army Air Forces; Major Blake R. Van Leer, training division; Commander Wm. J. Lee, United States Navy Officer in charge of communications training; Phillip S. Van Wyck, acting director, war production training; Oliver C. Carmichael, Chancellor, Vanderbilt University, Nashville; Lt. Commander Ralph A. Sentman, training division, Navy Department; William F. Russell, dean, School of Education, Columbia University, and director of United States Citizenship Education Program; Major Robert Owens, United States Army Selective Service System; George D. Stoddard, Commissioner of Education, New York; Honorable Claude R. Wickard, Secretary of Agriculture, member of the President's Cabinet; James M. Landis, director, Office of Civilian Defense; Abraham Feller, deputy director, Office of War Information; Robert W. Coyne, national field director, war savings staff, Treasury Department; and William L. Blatt, vice-chairman, War Production Board.

On the Program

At the Saturday evening meeting, held in the Auditorium of the Interior Department, the chairman was J. J. Seidel, president of American Vocational Association. The chief address was made by Brig. General Lawrence F. Kuter, deputy chief of staff of the United States Army Air Forces, and the youngest General in the United States Army; and by Captain A. W. Radford, director of training of the United States

Navy, who discussed What Naval Aviation Needs from Education. The War and Navy Departments then presented moving-pictures which gave an intimate acquaintance with the work and operations of the armed services.

On Sunday morning at 9:30, United States Senator Claude Pepper of Florida began the discussion by making an appeal for active cooperation on the part of everyone present to secure the enactment of a bill which would give Federal aid to education. He was followed by Major General Lewis B. Hershey, officials of the National Educational Association and of the Federal Office of Education, who discussed the need for Federal aid. At the close of the session a resolution prepared by Secretary W. P. King of Kentucky and signed by representatives of the various states was adopted and sent to Congress.

Specific Problems

The afternoon sessions on Sunday were filled with the following discussions: How should the federal government be organized in order to plan and perform its educational functions in wartime?

How shall the college curriculum be adjusted to wartime conditions and needs?

What educational services do adults need in wartime?

Aviation education—how should it be extended?

What shall we do about health and physical fitness for war?

How shall children and young people be helped to interpret the international aspects of the War? And

What are the economic wartime issues which school teachers and pupils should understand?

On Sunday evening Honorable Elbert D. Thomas, United States Senator from Utah, gave an excellent discussion on What Education Is Doing to Help Win the War, and Elmer Davis, Director of the Office of War Information, gave as his theme What Can an Intelligent Teacher Think and Do About the War?

The Monday morning program began at nine o'clock. How shall education be financed in the war period? was discussed by a number of distinguished gentlemen, among them being Dean Russell; Harley L. Lutz, professor of public finance, Princeton University; Roy Blough, head, tax research division, United States Treasury Department; Senator Thomas from Utah; Dr. John K. Norton, director, division of administration, Teachers College, Columbia University; and others.

During the afternoon the entire group met together to discuss the problems involved in securing and operating all school facilities in wartime. The chief addresses of the afternoon were made by Honorable Leon Henderson, director, office of price administration, whose topic was The Teachers Stake in Control of the Cost of Living, and Dr. Studebaker, who closed the discussion and the meeting with an excellent presentation entitled What Education Can Do This Year To Help Win the War.

The matters of importance which came from the meeting may be summed up as follows:

Summary

All of the resources of the country and of public education must be used to their fullest extent to meet the great national emergency which is now before the people of the nation.

Education must put forth strenuous efforts to see that the students who attend the schools of America are as fully prepared as possible to do their full share.

The people of the nation must have as their prime interest the serving of the nation and the solving of critical problems which confront it. Because of the shortage of technically trained experts and specialists emphasis must be put upon certain phases of educational procedure.

The people of the nation must be more willing than at any other time in the existence of our country to adequately support a good program of education.

Because of the great shortage of teachers throughout the nation occasioned by the entrance of men and women into the armed forces and Red Cross service and because many thousands of teachers have left teaching to enter war defense work, because of the largely-increased remuneration received, it was the hope of those who discussed affairs that the various states and school districts would contribute most liberally to public education in order that all of the schools might be filled with competent teachers adequately prepared for their work.

The studies which it is believed should be especially stressed are: 1. United States History, 2. Mathematics, and 3. Science.

In the summation of the discussions the following ten-point program was advanced:

1. Emphasis on mathematics, especially problems drawn from the field of aviation, navigation, mechanized warfare and industry.

2. Industrial-art courses related to war needs with special application to operation of machine tools.

3. Auto-mechanics courses in co-operation with local garages and farmers, with emphasis on repair and operation of trucks and tractors and automobiles.

4. More practical courses in cooking and sewing.

5. Physics instruction, stressing characteristics of mechanics, heat, radio, photography and electricity.

6. Teaching units emphasizing health in the elementary school and physical fitness in high schools.

7. Revised social-study courses to impart knowledge of war aims and issues.

8. Units-of-study dealing with understanding of the armed forces to lessen the time required for induction.

9. Pre-flight courses in the larger schools as outlined by the armed forces.

10. Instruction to give appreciation of the implications of the global concept of the war, and post-war living.

Also stressed were

Extra-curricular programs to provide for:

a. School lunches giving special attention to providing proper nutrition for the child.

b. Student assembly programs designed to give children an appreciation of the fact that they have a definite part in the defense of the United States.

c. The contributions of such organizations as Girl Scouts, Boy Scouts, Camp-fire Girls, 4-H Clubs, Junior Red Cross, and Future Farmers of America.

d. Student councils and similar organizations to give training to students in the American way of life through active participation.

Health services to provide for:

a. The correction of physical deficiencies as early and as often as is necessary.

b. Physical fitness programs designed to increase the bodily vigor of youth.

Community service programs to provide for:

a. Promoting salvage drives, home assistance, farm labor, home gardens, and other community undertakings.

b. Cooperating with other community agencies in lessening juvenile delinquency, which increases as homes become broken or disrupted through army service, employment changes, or other causes.

c. Utilizing every occasion to give to parents an appreciation of how the schools serve youth.

d. Developing a feeling of security by teachers and others in our ideals.

e. Cooperating with existing agencies of defense.

f. Assistance and understanding in consumer buying.

g. Library facilities to make available materials and services that will enable the people to

make intelligent decisions on war and post-war issues.

Guidance services to provide for:

- a. Information as to all opportunities and demands for the services of youth in the war effort.
- b. An inventory of the abilities, aptitudes, and present training of youth to enable them to gauge their best field of service.
- c. Counseling to aid youth in deciding upon their most useful participation in the war effort, and consequent choice of training.

Secretaries Meeting

FOLLOWING the institute the secretaries of the various state teachers associations met for two days at the John Marshall Hotel, Richmond, Virginia.

The host of the occasion was Mr. Francis S. Chase, executive secretary of the Virginia Education Association. Dr. Richard B. Kennan, executive secretary of the Maine Teachers Association and president of Na-

tional Association of Secretaries of State Teachers Associations, presided. Problems of intimate concern with the welfare of the various state teachers associations were discussed during the two days.

On Tuesday evening the secretaries were the guests of the administrators and teachers of the Richmond Public Schools. Dr. J. S. Binford, superintendent of schools of Richmond; Cornelia Adair, past president of the National Education Association; and numerous teachers assisted in entertaining the secretaries at a banquet. Various officials of Richmond welcomed the guests. Mrs. O. Ramsey Richardson, who has written a number of books on Virginia history, delighted the group with her intimate details of the lives of the various Presidents of the United States from Virginia and her description of prominent Virginians of past generations.

The Californians who attended the Richmond meeting were John F. Brady, Arthur F. Corey, and Roy W. Cloud.

idiom, with pictures to help identification. Magazines and newspapers can be cut up for this purpose. Stories can be built up using these words.

4. Following Directions.

A. Treasure hunts with written directions to find the book being used for oral reading, and to find materials.

B. Mimeographed sheets necessitating the use of following directions minutely and accurately.

5. Leisure-reading materials other than fiction books.

A. The use of radio scripts available as the Du Pont Cavalcade of America Series, and Stories of Mythology issued by the Los Angeles County Board of Education.

B. Individual Magazine stories on a variety of stories subjects with individual questions and guides to other related readings inserted in the flap.

C. Travel literature including picture maps, time tables.

D. The series of books dealing with popular radio characters as the Barbours of One Man's Family.

E. Biographical books found in the "Dime" stores having attractive format, large type, and interest-appeal in their small size.

The above devices have been used with a degree of success at the junior high school level, and have given emphasis to the need for variety.

*"To learn to read one must read,"
Is a saying perhaps not unwise,
But teaching reading really means,
Teaching in divers disguise.*

* * *

H. W. Heyl, director of adult and continuation education, Alhambra City High School District, has issued excellent bulletins concerning the fall schedules of classes and forum meetings. Last year over 1600 men and women were trained there in the adult education program and placed in war industries.

* * *

Norway's Teachers Stand Firm, a stirring 32-page pamphlet, issued by Royal Norwegian Government's Press Representatives, 2720 34th Street, N.W., Washington, D. C., is a courageous account of Norway's heroism against the incredible horrors of Nazi terrorism; price 10 cents.

The same office issues numerous other bulletins relating to Norway and the present world war.

TEACHING READING

TRICKS OF THE TRADE IN READING

Beatrice Krongold, John Muir Junior High School, Burbank

*"Reading, Writing and 'Rithmitic,
Of these subjects take your pick,
For all of them must be taught to
stick."*

THE need for adequate skill in the teaching of these subjects is recognized by all, and all "tricks" of the trade are considered legitimate, when employed to make the teaching of these skills more enjoyable, more vital, and more satisfactory in results to both student and teacher.

It is of devices in the teaching of reading to retarded students that I wish to make several suggestions, in the hope that these devices may contribute to some degree in helping establish the reading course as a pleasurable and successful experience:

1. Main Ideas — Discovering their meaning and whereabouts.

A. Pictures as a means of recognition of the main idea.

1. Prominent idea pictures presented.
2. Pictures of details presented for contrast and comparison.
3. The testing of ability to remember main ideas and details by listing both. The "Detective" idea of remembering the little things can be utilized by stressing accuracy and memory.

4. The use of newspaper and magazine advertisements to point out the obvious and more subtle main ideas (insight).

B. A newspaper unit with reading students as "cub reporters" learning a new jargon (vocabulary building.)

1. Cubs are to be on the lookout for main ideas expressed in the opening sentences: who; what; where; when; why.

2. Stories read and main ideas expressed in headlines and streamers sent to the "editor". Regulation telegram forms can be used to enliven interest and simulate reality.

2. A Speed-Comprehension chart for each student so that he may watch his growth:

Date	Title	Number of Words per Minute	Percentage of Correct Answers
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3. Vocabulary Development.

A. Word-Games.

1. Word-Origins.
2. Association game — What words does the Easter holiday bring to your mind; word lists are put on the board and compared.
3. Synonym and antonym games; big-little.
4. Following printed directions as in model plane-building, dress patterns, coloring pictures.
5. Bringing a word to class for "deciphering" cooperatively.
6. Placing new words above a story needing completion.

B. Flash Cards using words of advertisement slogans, popular songs, and colloquial

Please Be Sure to Mail Your Ballot Immediately

RETIREMENT BALLOT

Ballot on Proposed Retirement Plan of California Teachers Association

Vote here

I approve the CTA Plan

☐

I disapprove the CTA Plan

☐

Mail your ballot immediately to California Teachers Association,
155 Sansome Street, San Francisco.

A 4-page reprint of CTA Retirement Salary Plan, as adopted by CTA State Council of Education and as published in this magazine May 1942, may be obtained gratis by addressing CTA State Headquarters, 155 Sansome Street, San Francisco.

State and District paying for the other half; teachers now near or at retirement will receive not less than from 5 to 10 times as much as they have paid for. The right to retire after 30 years service or upon disability has not been changed.

The plan will give retirement security to all teachers of the state without disturbing the plans of the three local systems now in operation, and it fully protects the additional benefits of those already contributing 4% of salary into the annuity fund. Financial soundness was the primary demand shown by a survey of the desires of 3500 members of CTA study-groups interested in retirement. Adequate financing of public obligations to active and retired teachers will be inseparably bound together, and the first obligation of the fund, as at present, will be to the present retired group.

The plan does not offer Utopia. Everybody would like to pay less and get more. But every dollar of retirement salary added requires another dollar of income from some source. Using the same principles of finance as are found in the State Employees System and other sound retirement plans throughout the State, the contributions required from teachers are as high as they can reasonably afford. The plan asks for about five times as much current contribution from State funds as we are now getting, besides a substantial increase in the contribution from Districts not maintaining local systems. The aim of the Retirement Committee has been to set the retirement allowances at the highest level that can be soundly financed within the limits of capacity to pay.

THE plan is fair to the public as well as to teachers. It requires teachers to make a reasonable contribution, similar to that made by members of other satisfactory retirement systems. It asks the public to recognize its moral obligation to present retired teachers and those close to retirement by making adequate financial contributions to cover their allowances. It asks the public to discontinue the present unsound and unfair practice of using the money of active teachers to pay retirement salaries now in effect.

RETIREMENT BALLOT

Roy W. Cloud

THIS ballot is published at the request of the Bay Section Retirement Committee.

The State Retirement Committee of California Teachers Association worked with Barrett N. Coates of the firm of Coates and Herfurth, Consulting Actuaries, and prepared a sound retirement proposal based on actuarial lines. The Committee and Mr. Coates worked upon this plan approximately a year. The plan was accepted without a dissenting vote by the State Council of Education in April, 1942.

A group in the Bay area expressed dissatisfaction with the plan as proposed by the Committee. This group requested that the teachers of the State be given an opportunity to vote whether they did or did not desire the proposed CTA plan.

We trust that every member of California Teachers Association will mark this ballot and return it to headquarters, 155 Sansome Street, San Francisco.

The CTA State Committee on Retirement realizes that it is difficult to please everyone. The plan as outlined and already adopted, is the result of hard work, many compromises, and much study.

Most of the Sections of California Teachers Association and many teacher-groups have endorsed the proposal. We are publishing this ballot solely at the request of the Bay Section Committee.

the retirement problem. It was adopted unanimously by the State Council of Education on April 11, 1942. It conforms to the principles of sound retirement laid down by the National Council on Teacher Retirement.

ARGUMENT FOR

The California Teachers Association Retirement Plan, for Publication With Ballot in Sierra Educational News

Louise Beyer, Chairman, State Retirement Committee

THE plan will set up for teachers of California a financially sound retirement system on a permanent basis. It represents the considered judgment of the State Retirement Committee, aided by competent actuarial and legal counsel, after a long period of study in search of the best practical solution of

The plan will provide a future retirement allowance of \$75 per month for teachers in California of average present age and salary; it will provide approximately "half-salary" for those entering the profession since 1935. For the older teachers it offers smaller retirement allowances, though never less than \$50 per month for 30 years service, with no deductions. For younger teachers, the plan is approximately "50-50" as to cost, the teacher paying one-half and the

Please Be Sure to Mail Your Ballot Immediately

ARGUMENT AGAINST

Why I am Opposed to the CTA Retirement Plan in its Present Form

Dr. J. Frederic Ching, Principal, Westlake Junior High School, Oakland

I BELIEVE that the plan of retirement being proposed by the CTA should be modified for the following reasons:

1. The cost of the plan is too great for the teacher of low salary. Herein it does not give protection where protection is needed. A teacher whose final estimated salary is \$1500, and who enters the new system at age 30, must pay \$91.05 per year for thirty-five years in order to retire on a monthly salary of \$77.35. The rate of contribution is too high for teachers in the lower salary brackets.

2. The cost of the plan is too great for teachers 50 years of age or older, in relation to benefits received. A teacher whose final estimated salary is \$2400, and who enters the system at age 50, must pay a total annual contribution of \$147.60, for which she receives a total monthly retirement salary of \$68.75. She pays \$36 a year for the state retirement benefit of \$50 a month, plus \$111.60 a year for the monthly annuity of \$18.75. If this same teacher enters at 60 years of age, she pays \$165.60 per year and retires on a salary of \$56.25 per month. \$36 of her annual contribution pays for the \$50 monthly state benefit while it takes an additional \$129.60 to pay for her monthly annuity of \$6.25.

3. The retired teacher will receive an allowance of only \$50 per month. This is neither adequate nor decent in the face of existing economic conditions.

4. The plan contemplates setting aside the Permanent Fund for the "benefit" of the retired teacher. The retired teachers of the state have expressed disapproval of this move.

5. Teachers who will retire within the next few years will receive very little more than \$50 per month. Many teachers are compelled to retire at age 65. It is difficult to conceive of a teacher attempting to exist on this amount.

6. The proposed plan contemplates a district tax of approximately 1% of the teaching payroll of every school district not having a local retirement system. Members of the state legislature in the last session were almost unanimous against such a proposal.

7. The proposed plan does not respect the wishes of approximately 3400 teachers of the state surveyed by the CTA last year. This survey indicated that a good majority wanted: (a) a flat retirement system, and

(b) a retirement salary of from \$75 to \$100.

8. The Bay Section Retirement Committee at a meeting held in Berkeley on June 6, 1942, reaffirmed its stand of March 14, 1942, in recommending: (a) that all teachers of the state receive a basic retirement salary of \$75 or \$85; and (b) that there be no compulsory annuity feature to the retirement plan.

I BELIEVE that a more adequate program, based on the same actuarial principles of security and safety, can be drawn up by the CTA, to fit the needs of the majority of teachers of the state.

* * *

Re November Ballot

The following comments by Arthur F. Corey, Executive Secretary, CTA Southern Section, were prepared by him for the information of his Section.—Ed.

4. Initiative Constitutional Amendment 8. *Repeal of the Income Tax.* The repeal of the state income tax would leave the major source of state financial support in the sales tax. This situation would not only be unfair but unwise. The revenue from the sales tax in California may be expected to begin to fall off rapidly in the near future. The scarcity of consumer goods and the pressure of rationing will force a situation where the income tax will be sorely needed as a source of state revenue.

As the war progresses, and incomes increase, and consumer goods decrease in volume, the income tax will produce relatively greater revenues and the sales tax will decrease. In fact, tax experts agree that the relatively light income tax levy in California would produce about 30 million dollars next year. It is entirely possible that before the war is over the state income tax will be sorely needed.

This proposal is too drastic. It not only repeals the present income tax law but makes very difficult the enactment of such a tax, should it be again needed in the future. A time of crisis is not the time for sweeping changes in the state tax structure.

A "No" vote is a wise vote on No. 4.

5. Assembly Constitutional Amendment 2. *Increasing Compensation of Members of the Legislature.* Members of the Legislature now receive \$100 per month. This amendment would increase this amount to \$200 per month. Capable, successful men cannot afford, except at great sacrifice, to serve in the California Legislature. Many experienced Legislators, in recent years, have

been forced to drop out of the Legislature because of the inadequate compensation. The present salary for Legislators was set in the constitution nearly 20 years ago. Legislative sessions at that time were relatively short and special sessions very infrequent.

Demands upon the time and ability of Legislators are greater today than they have ever been in the history of the state. If the present salary was correct 20 years ago, it is obviously now inadequate. The functions of the Legislature are of supreme importance to the schools. It is vital to the welfare of the state that good men be induced to accept legislative responsibility without undue sacrifice to their own business interests and families.

A "Yes" vote is a wise vote on No. 5.

9. Assembly Constitutional Amendment 61. *Compensation of Specified State Officers.* This proposal would give the Legislature the right to set the salaries of the Superintendent of Public Instruction, State Treasurer, State Comptroller, and the Secretary of State. This measure is extremely important to the schools inasmuch as it would give the Legislature the right to establish an adequate salary for the Superintendent of Public Instruction.

The salaries for the officers specified in bill were set in the constitution many years ago. They are now inadequate. The salary of \$5,000 a year now received by the State Superintendent of Public Instruction is less than that received by local school administrators in most of our city school systems. If the office of State Superintendent of Public Instruction is to attract our most capable school administrators it must offer a salary in keeping with the responsibilities of the position.

Rapidly-changing conditions require corresponding adjustments in compensation for constitutional officers. This amendment would give the people's elected representatives the authority to fix these salaries instead of freezing them in the constitution. It is the belief of students of our state government that the Legislature would set adequate salaries for these positions.

A "Yes" vote is a wise vote on No. 9.

* * *

Cameron Beck, well-known lecturer and business executive who has appeared before many of the conventions of California, has accepted a position as public relations director for National Fireworks, of West Hanover, Massachusetts.

Cameron Beck has made a name for himself as one who is deeply interested in the welfare of the young men and young women of America. He has devoted most of his life to assisting every worthy cause which had as its motive the up-building of character.

WAR AND THE SCHOOL

EDUCATION'S POST-WAR DANGER

The leading editorial in The Chicago Herald-American, August 27, 1942; reprinted by courtesy of that newspaper

THIS generation of parents, and many of their sons and daughters, can well remember the adversities of education in the last World War and in the two depressions that came afterward.

During the war, school budgets felt the ill effects of the war's exactions.

In the first post-war depression, education suffered again because of local tax delinquencies and reduced appropriations; in the second depression, education suffered severely from the same cause and in some parts of the country was well-nigh extinguished.

Save Our Schools

There are ominous indications that a sad phase of our history is about to repeat itself and that, unless the friends of education are alert, the years ahead may be the most precarious that education has ever known.

Financing the war, through taxes and bonds, will strain the resources of the people.

This is a condition that will inevitably compel economies in state and local government; and our national experience has always been that, when local politicians are forced to economize in the public finances, **THEY BEGIN WITH THE PUBLIC SCHOOLS.**

The formula is always the same.

Teachers salaries are reduced, teachers furloughs without pay are imposed, and numerous teachers jobs are abolished.

The size of schoolroom classes is accordingly increased beyond the measures of efficiency, and the physical facilities for instruction are likewise diminished when these facilities ought to be increased.

If this political tendency is permitted or encouraged to prevail at this time, education may be irreparably impaired in the United States at the very period when education will be our greatest national social need.

And the tendency is already under way.

Even now there is a shortage of teachers

in some communities, although there will be no shortage of children in the immediate years.

In other communities, the overcrowded classroom heavily exists and is becoming more prevalent.

War restrictions and war dangers are creating a new and difficult problem in the care of children, as to their health as well as to their safety.

Under these circumstances, every parent, like every teacher, should be vigilant in behalf of education.

There must be no avoidable and short-sighted economy at the expense of education.

Protect the Children

The old political attitude of depriving education and protecting political patronage and political privilege must be rebuked whenever and wherever it appears.

In a recent message to the teachers of America, President Roosevelt showed his concern over the question.

"Children," he said, "must not be allowed to pay the cost of this war in neglect or serious loss of educational opportunity."

In the same message, the President paid a deserved tribute to the educational profession for the essential work that it does in both war and peace.

"Teachers as a group are performing a great service to their country," were his words.

America can only benefit by hearing and heeding these warnings. . . .

"Education is **THE FIRST LINE OF NATIONAL DEFENSE** and as such should be **EXTENDED** rather than **CURTAILED**."

* * *

The Latin Key

THE Latin Key to Better English, by Hart and Lejeune, is a practical guide to the more effective reading, writing, and speaking of English for those who never studied Latin as well as for those who did, but have forgotten! This convenient handbook of 226 pages is published by E. P. Dutton & Co., 286 Fourth Avenue, New York City; price \$2.

The book, meant to be read, is a treatise of useful and interesting information. Because the English language is saturated with Latin, it is a fair statement that without some knowledge of the Latin elements in English, no one can be certain of the accuracy of his spelling nor the correctness of his use of the less simple words of English.

Begin Preparing for Education Week

AMERICAN EDUCATION WEEK 1942



See also Page 21

TEACHERS IN WAR

Edward H. Hurlbut, Director of Publicity, California Teachers Association

YES, they are right in there pitching, the teachers of California. The score at this writing is still scattering, but, roughly, about 2% of the teaching craft are already on the war job, either at home or in the field, with the enrollment increasing daily.

As the "field" of the war is all the lines of latitude and longitude of the land spaces of the globe, with the seven seas thrown in, the world is all before them.

They are going into the unknown, brave and confident, to carry on the lessons of Democracy they have been teaching in the cloistered peace and quiet of the schoolroom. They have exchanged the campus for the cantonment. They are going forward, with unnumbered hundreds of thousands of fellow Americans, to teach Democracy now the hard way, the terrible but necessary way, the way of the bullet, the bayonet and the bomb.

To many of those left behind will come, too, those telegrams, with their poignantly stunning impact: "To the next of kin." But they will carry on, as will other Americans, confident, insouciant, steeled in their crusading inflexibility of purpose, until the hate-loosened carnage is ended and the Four Freedoms are made secure for all peoples: not only for our time and generation, but, it is prayerfully to be hoped, for all the generations yet to come.

On August 31, 1942, the State Executive Secretary of California Teachers Association wrote to all county, district and city superintendents, as well as secondary school principals, for information on teachers in these respective divisionals who had entered war service. With several of the larger jurisdictions not as yet to hand—Los Angeles and Alameda Counties, for instance—the first tabulation, with elimination of duplications, shows 853 teachers already enrolled.

The list is lengthening daily, but an

appreciation can be had from a cross-section of these early returns of the diversity of activities being shared by teachers in our vast and complicated war program.

The Army and Navy have taken their share, from privates and seamen to the commissioned ranks. The Infantry, the Artillery, the Engineers, the Marines and the Coast Guard are all represented. So is the Air Corps, in ground field service and aloft; the army and navy intelligence and the Federal Bureau of Investigation; the ordnance corps and the Red Cross; the aeronautical and medical corps services.

The WAACS, too, have drawn to their ranks from the teachers. Some have gone into training-schools for commissions in different branches, others are instructors, some are personnel officers and radio-technicians.

If the San Francisco Junior College is a fair example—one of the earliest to report—these institutions have been heavily drained. Here, according to President A. J. Cloud, 15% of the faculty have gone into service, either with the armed forces or with civilian adjuncts to the war services.

From this college two captains are already "Somewhere in England"; another captain is at Fort Lewis, Washington, and another at Fort Benning, Georgia; a major is at Fort Hunter, San Francisco, another major at Phoenix, Arizona; a commander at the University of California; a lieutenant-colonel is at San Luis Obispo; a lieutenant is in naval intelligence and an ensign is an Admiral's aide.

On the civilian side one former faculty member is with the Massachusetts Institute of Technology; one with the United States Embassy in Ecuador; one with the War Production Board in Washington, D. C.; one doing research work for the navy at San Diego.

Altogether, for the members of the faculty of a single school, these activi-

ties cover a startlingly wide range both of geography and of activity.

It would be manifestly impossible to single out schools, save by way of example, but Downey Union High School, Los Angeles County, has the honor of a lieutenant of the WAACS, the women's army auxiliary corps. This is Dorothy B. Johnson, now at the corps headquarters, Des Moines, Iowa. Of this school, out of seven faculty members in service, three are lieutenants in the Air Corps, two lieutenants are respectively in the Army and the Navy, and the seventh faculty member is listed as "with the Navy."

While it is true, and because of the level of intelligence required, that by far the greater proportion of those in service, are in the officer class, there are many others right along with the boys in the enlisted ranks.

A NATURAL question arises: how seriously will these enrollments in service, those at present and those to come, impair the teaching structure? Probably it is too soon for a general conclusion. But the threat is here, coupled with the factor of the many going into service from the preparatory teaching classes of the state college and universities.

It was a similar condition, produced by World War I, that brought the founding of Public Schools Week twenty-three years ago. The primary object of that pioneer week was to call public attention to the critical condition the schools faced with teacher and prospective teacher personnel in war service.

How serious the present day's problem may become in a similar respect only the coming months can determine. That problem, too, will doubtless be met with direction and capacity, as and when.

Meanwhile, the school people are shouldering arms and marching forward with the vast hosts of Democracy, and will continue to march forward, unconquerably, inexorably, until the star-spangled banner of the Four Freedoms has been permanently planted high above the last rampart of barbarian paganism.

CTA CONSULTING GROUPS

A REPORT ON THE CONSULTING GROUP PROGRAM

Arthur F. Corey, Los Angeles, State Director of CTA Consulting Groups; Executive Secretary, CTA Southern Section

THE Consulting Group Program was instituted in California four years ago (1) to increase the competency of the teaching group to consider and react to critical professional issues; and (2) to set up the machinery to organize and unify these reactions into state and national plans and policies.

In January 1939 the Board of Directors of California Teachers Association decided to experiment with the possibilities of beginning the planning process with those who are actually doing the work in the schools, and then handing over the results to qualified leaders to synthesize and organize into policies and plans.

Terminology Important and Suggestive

Strong emphasis was placed upon the idea that the basic purpose of the program was **planning**. Hence the groups were not called study-groups, but *Consulting Groups*. The leaders of the groups were not called discussion leaders, but Associates of the State Committee on Policies and Plans. The members of the groups were called Consultants. This terminology is now fairly well accepted and generally understood.

Character of the Groups

If the purpose of the program was to be achieved, it was decided to encourage certain tendencies in the individual groups. These principles briefly stated were as follows:

1. The groups should be small enough to achieve participation on the part of all the members.
2. Each group was to include some teachers from each area of educational experience — that is, primary, secondary, and administration and where possible several lay men.
3. The Associate, if possible, was to be a teacher, not an administrator.
4. The meeting was to be informal and semisocial — faculty-meeting atmosphere,

with chairs or seats in rows, was to be studiously avoided.

These principles have worked out fairly well in practice. The first year of the program the typical group numbered 13 persons, the next year this number increased to 15, and the year before last the average size of the group was 17. The records for last year are complicated by the presence of some reports for large numbers of teachers where actual attendance at a discussion session was not indicated. It is safe to assume that the average size of the groups was considerably larger last year.

A typical group contained about seven elementary teachers, five high school teachers, one college teacher, two administrators, and two lay persons. A tabulation shows that of each 10 typical meetings, 4 were held in private homes, 5 were held in a suitable room in the school house — such as the teachers' room, social room, or library — and one meeting was held in a public place, usually in connection with a dinner. Most of the Asso-

The War Cancels Consulting Group Program

The recent Presidential announcement of impending gas rationing, the unprecedented demands now being made upon the school program, and the many opportunities for teacher-participation in the war effort, have compelled the cancellation of the CTA Consulting Group program for 1942-43.

ciates have been classroom teachers, as was originally suggested.

Type of Problems Studied

A complete list of the problems attacked by the Consulting Groups follows:

1938-39 Fundamentals of American Education

1. The Purpose of Education in American Democracy.
2. The Structure and Administration of Education.
3. The Function of the School to Foster Civic Responsibility.
4. The Function of the School to Foster Economic Literacy.
5. The Function of the School to Foster Economic Competence.

1939-40 Social Services and the Schools

1. Social Security.
2. Relief.
3. Public Health.
4. Public Recreation.
5. Library Service.

1940-41 Inter-Relation of Prosperity and Education — Education and Economic Well-Being

1. Education and National Defense.
2. Education and National Production.
3. Education and the Economic Success of the Individual.
4. The Economic Possibilities of Adequate Free Education.

1941-42 Pertinent Educational Problems

1. The Background of Teacher Retirement in California.
2. The Future of Teacher Retirement in California.
3. A War Policy for California Schools.
4. Financing California Schools in Wartime.

Program Implemented Work of Policies Commission

The Consulting Groups made wide use of the pronouncements of the Educational Policies Commission where such publications fitted the problem being studied. For two years the consulting groups followed closely the problems attacked by the Commission and hundreds of copies of significant Commission materials have been furnished the Associates for their use. An important by-product of the program has thus been the implementation in California of the work of our national planning body.

Extent of the Program

No high-pressure methods have been used to induce participation in

the Consulting Groups. The program has been offered as a service of the Association and has been accepted by those who saw its possibilities and wished to participate. During the past three years the number of active associates has increased from 80 in 1939-40 to 125 in 1941-42.

The stimulation of participation in an activity requiring teacher time and effort outside of school hours is not easy. Many teachers are very busy; all teachers at least think they are very busy. It is obvious that only a small fraction of the total teacher group has participated in a Consulting Group. *Time alone will determine whether this type of approach* to educational problems will prove vital enough to demand the attention of relatively large numbers of our teachers.

This plan has naturally divided itself into five steps:

1. Individual study of the problem.
2. Group discussion.
3. Reporting the conclusions of the discussion.
4. Summary and synthesis of the report into a suggested policy.
5. Implementation and promotion of the policy once it is formulated.

An attempt has been made to provide for individual study of the problem by publishing in *Sierra Educational News* each month a brief analysis of the topic with a bibliography of source materials usually found in the typical public or school library.

The Associate has been assisted in leading a good discussion by providing him with a brief, pertinent discussion outline for each topic. These outlines have been planned to be stimulating rather than exhaustive. At the beginning of each year's program a bulletin of suggestions on the technique of leading discussions has been circulated. With the discussion outline on each topic, the Associate has been furnished a report form in duplicate. An attempt has been made to ask questions in these reports which are as specific as was possible to make them. The Associate retained one copy for his own files, the other was sent immediately to the director of the program. At the close of each year's work the reports were summarized in a brief bulletin.

A letter from Pearl Harbor

A sailor at Pearl Harbor wrote us the letter below after reading a Southern Pacific advertisement, headlined "The Victory Trains come first," which appeared in Pacific Coast and Hawaiian newspapers. The letter was inspiring to us. We think its fine spirit will please you, too.

Mr. A. T. Mercier, President
Southern Pacific Company
San Francisco, California

Dear Mr. Mercier:

This place sounded like the Rose Bowl this afternoon when we saw your advertisement in the Honolulu papers. You see, people don't often forget the things they've grown up with, and a lot of us over here, from Klamath to Nacogdoches, have grown up with the Southern Pacific. So, when we saw your advertisement, it seemed as though a bit of the mainland had been brought over. But, since you're not over here, I suppose you'll find this a bit hard to understand.

This must sound like a very sentimental letter, but most of us in the Navy are sentimental people. Taking sentiment out of the Navy would be like taking the sentiment from the American Flag; you'd be left with a fifty-cent strip of dyed cotton.

I'm not writing this letter just for myself; I'm simply saying what a lot of the boys here said (and thought) when they read your advertisement. Some-

times we grin to ourselves when we hear the radio programs tell us what marvelous heroes we are. We're just doing our job, and we want everyone else to do theirs.*

Speeches are wonderful, but we like to see results as well as hear them. One airplane is better than a million speeches. So when we see that your railroad and scores of others are backing us up, we feel swell, because we know that the railroads of America are America.

So thanks again for that little bit of mainland on newsprint. We like to think that it's not just another advertisement, but, instead, a very sincere message. A message as friendly as the engineer who used to wave at us at the little country crossing, as kindly as the conductor who pinched our noses as he punched our tickets, as anxious to help as your company used to be when you arranged our football specials. And as determined as the big black engines we used to go down and watch.

So anyway, thanks awfully,

Jack Salem

Yeo. 3c., R/S Personnel Office,
Pearl Harbor, T. H.

Letters like this make us railroad people even more determined to keep 'em rolling. We promise Jack Salem and all the other men in our armed forces that the railroads will not let them down. We are doing and will continue to do the greatest job in our history.

A. T. MERCIER, President

S.P

The Friendly Southern Pacific

* One job we all can do is to buy War Bonds.

REPTILES IN EDUCATION

George H. Hanley, Teacher, Washington Junior High School, Bakersfield

FEAR of reptiles, especially snakes, has been the rule with the human species even before we had the story of Adam and Eve. There can be little doubt that the potent venom of some groups, plus the custom of simple peoples to prefer simple classifications, have led to these phobias. Ignorance here is the rule. Adequate differentiation between venomous and harmless species does not exist except for scientists.

Even with our enlightened population, the average man's classification is limited to poisonous snakes, bull snakes, and water and garter snakes. Even in this they make mistakes. They call the harmless water snakes "water moccasins", and bull snakes "rattlers". Lizards are all just lizards except horned lizards which are "toads."

Children, along with the fear instilled by their parents, have an intense curiosity and interest in this class of animals. Interest is closely tied to emotions, and reptiles certainly have their emotional counterpart in most youngsters. We have here, then, a perfect taking-off-place for education.

No classroom pets are easier to care for than the lizards and snakes. All they need is a well ventilated cage and a jar of water. Snakes can be kept for at least a month without food, showing no undue hurt. Snake dealers ship zoological specimens around the world on journeys often lasting as long as six months with no other care. Lizards starve more quickly, but they can always skip a meal or two. Since these beasts are "cold-blooded", they have no fixed body temperature to maintain. For this reason they need little food.

If one wishes to feed them, the children are always ready to help. They enjoy feeding the insects they have caught to the lizards. Snake feeding is more difficult; they like their food alive, each to his kind. The poisonous snakes and most larger

snakes prefer warm-blooded animals such as mice, rats, or birds. The water-snakes favor fish, frogs, and amphibian larvae. Most other moderate-sized types choose lizards. The tiniest snakes live on insects, tiny aquatic animals, or any small creature they can handle that is not protected by an unpleasant odor or flavor.

The question arises whether feeding snakes in the classroom may not bring an unfavorable reaction from the public. To avoid charges of cruelty, force-feeding may be resorted to—a process consisting of opening the snake's mouth and forcing a piece of meat down his throat with a smooth rod. Another method is to squirt a mixture of hamburger and raw egg into his throat with a rubber syringe.

Feeding live animals to snakes, if it can be done, has real educative value. In one junior high school of the writer's experience, careful preparation of the pupils beforehand prevented any "kickbacks." Too often we have been raising children with a false attitude toward life and death. An understanding of nature depends on an understanding of the law of the "survival of the fittest."

City children are growing up to be sofa-sitters of the type that pamper carrot-fed pekineses or sandbox cats.

More logical and real is the viewpoint of the farmer who will slaughter his hogs when the price is right; yet he loves his pigs. Not many of our children could bear to kill the rooster for Sunday dinner, although all of them could gnaw the drumstick. These absurdities arise as a result of modern child-training in the home, the school, and in children's literature. Children have not been taught the true meaning of killing and death in nature and its relationship to civilization. Reptiles have value **BECAUSE** they are killers.

Children can see the economic value of reptiles in their killing of mice. If a snake has been around a classroom

for a week or so, the pupils become sympathetic with it; they are on its side. We destroy a mouse in a trap to be rid of it; the snake does the same for necessary food. Which is most cruel? Children are reasonable enough to "see the point." Many of our snakes are constrictors. These kill their food very quickly and painlessly before eating. Mice or other small animals seldom show terror which might upset an audience to the feast. This is true since only man and a few of the apes have shown any evidence of foresight related to intellect. The greatest suffering comes from worrying about what is coming. Animals cannot "imagine ahead" as we can. Once children have seen a snake eat, they seldom think of it as cruel.

Reptiles are extremely clean animals. A few shavings on the floor of the cage catches their occasional excrements which are almost odorless. These may be lifted out when they dry. So far as we know, reptiles carry no diseases to which man is subject. This makes them among the safest classroom pets.

A handled snake seldom bites. When they do, most snakes barely puncture the skin. Their teeth are very short, and their jaw muscles very weak. A dab of iodine should be adequate to prevent infection. Care must be exercised in allowing children to handle the larger lizards, however. Some of them have strong jaw muscles. Either one is much less dangerous in a school room than a dog or a cat.

THE major value of reptiles in the school is in the development of a scientific way of thinking in the child's mind. Here there is a world of superstition, falsehood, and fallacy in human belief and knowledge. Shallow, or rather a lack of, thinking and logic about reptiles is easily presented to the child. Examples are numerous. He can be made to feel easily the absurdities of the general public concepts, and he does not wish to be absurd; he enjoys the pleasure of having "greater wisdom."

Have you ever seen a big fisherman

frightened by a little water snake? Have you ever seen a farmer kill a big bull snake that would eat 20-25 rats on his place during the year if he left it unharmed? Have you ever seen a little girl on a picnic who was afraid to walk in the dark, because she might step on a snake? Have you ever seen a woman lose her appetite after seeing a "slimy", crawly thing?

These are all unpleasant experiences which reptiles in the classroom could help to prevent. Children would thus overcome their fears; they would learn which kinds were economically valuable, and which kinds were poisonous. Greater pleasure in the out-of-doors, unblighted by phobias, would be theirs. But, primarily, they would gain greater insight into false and shallow thinking. This material would help the child gain for himself an increased scientific attitude of mind.

The adaptiveness of animals and plants hold much of interest to the nature lover. No creatures have adapted themselves to their environments in so many unique ways as have the snakes. The strangeness of reptiles is fascinating to children, and the tales of why they are strange contribute to an understanding and enjoyment of the workings of nature. Some of the points of interest are these:

1. Snakes have the greatest reach for their weight of any higher animal. This enables them to grab their food a greater distance, proportionately, than any other animal.

2. For their size snakes can swallow larger mouthfuls than any other vertebrates. Therefore they can go longer between meals.

3. The pit vipers are the only animals that have special eyes (pits) that can see heat rays in total darkness. Thus a rattlesnake can hunt his food successfully on the darkest nights, or "spot" a rat in the recesses of its own hole, underground.

4. No other creature has duplicated the snake's method of crawling which is the most silent means of stalking in the world of land animals.

5. No hunting animal can enter such small holes for their size. Thus a large

snake can follow a small mouse right into the rodent's own parlor.

6. No other higher animal has developed such a powerful hunting and protective device as the poisoned fang. All of these things help explain why, although snake fossils are found only in the most recent geological layers, they are, still, one of the commonest and most successful of animal forms. They are probably evolving more rapidly than most other creatures.

In spite of the efforts of Boy Scouts, Girl Scouts, Red Cross, and many other groups that have tried to teach the public how to treat poisonous snake-bite, persons are still using whiskey as an antidote, putting potassium permanganate crystals into the wound, or even burning gunpowder into the bite. The elementary schools, meeting each generation as it arrives, can dispense this information more economically and uniformly. The need is national since only Maine of all states is without venomous snakes.

In a small town in an area abounding in rattlesnakes, only 12 pupils out of 70 eighth-grade students had ever heard a rattlesnake rattle. A large one was brought into the classroom in a "fool-proof" cage so the children could have that experience and know what to listen for and avoid. All of the children voted the experience worth while. Even poisonous snakes have a place in the classroom.

It is true we can gain many understandings from reptiles in the schools. Where, however, is the teacher going to get specimens? To the inexperienced, snakes are a rare curiosity and lizards are too quick to catch. Some kinds of each have penetrated almost every environment where food is available. Boys can usually be counted on to outwit the lizards and bring them in in numbers. These as well as an occasional snake may be found by looking systematically under logs and rocks in the early morning before the sun has warmed their blood. Whenever the weather is warm enough, snakes prefer the night-time.

Except for the sea coasts and the high mountains, snakes may be most easily taken early during warm spring evenings as they crawl across lightly used highways. They show up clearly before the beam of an automobile headlight.

WE can hardly hope to remove superstition and fear from children and instill scientific ways of thinking into young minds unless we, the teachers, can rise above these failings ourselves. Reptiles are interesting to children. They are highly educative. They are a readily available and convenient teaching aid. Teachers are wasting a fine

teaching opportunity because of their own fears and ignorance. Those of us who are fortunate enough to be without the fear can easily remedy the ignorance.

The most useful books for teachers are (1) Pope, C. H., 1937. *Snakes alive and how they live*. (Viking Press) and (2) Schmidt, K. P. and Davis, D. D., 1941. *Field book of snakes*. (Putnam's Sons). Mr. Pope also has published a fine book on turtles. No satisfactory volume on lizards is available.

* * *

California School Employees Association has issued a praiseworthy manual of proceedings of its 16th annual conference held in July at Long Beach. The 74 pages give a complete account of the sessions and many important reports and addresses. A copy may be obtained without charge by addressing the executive secretary, Claude H. Marona, 2048 Golden Avenue, Long Beach.

* * *

D. K. Hammond, a founder of, and for 27 years head of Santa Ana Junior College, retired in June. His successor as director of the college is John H. McCoy, who has taught there for the past 9 years, following his training in Santa Ana Junior College and University of Southern California. An issue of *El Don*, the college's weekly newspaper, was dedicated to Mr. Hammond, "The Greatest Don of Them All."

D. K. Hammond of Santa Ana





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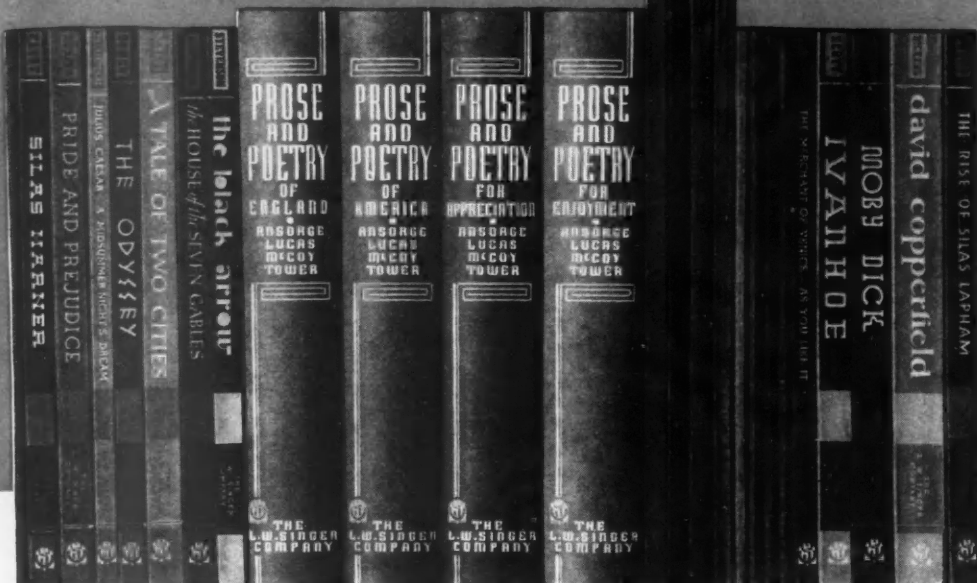
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IN-SERVICE Growth of School Personnel, the 21st yearbook, NEA Department of Elementary School Principals, is filled with practical suggestions for,—citywide cooperative effort; cooperative effort within a single school; regional programs for staff improvement; community contacts; specific supervisory efforts; administrative policies and practices; personal and professional activities, and evaluating the in-service program; price \$2.

Address Eva G. Pinkston, executive secretary of the Department at NEA headquarters, 1201-16th Street, N.W., Washington, D. C. An excellent study-outline is also available, price 25c.

Sarah L. Young, principal, Parker School, Oakland, was unanimously elected president of the Department at the recent Denver meeting.

* * *

Let's Be Right on Flag Etiquette is an excellent, helpful, 6-page leaflet issued by National Americanism Commission of the American Legion, Indianapolis. Teachers may obtain copies by addressing James K. Fisk, Adjutant, American Legion, Department of California, Veterans Building, San Francisco.

* * *

Education Week

American Education Week, November 8-14

EDUATION FOR FREE MEN is the theme for the 22nd annual nation-wide observance of American Education Week. This is a most appropriate theme at a time when free men around the world are fighting the forces of tyranny.

Education today is not less important because of the urgency of the war effort. On the contrary, the need is for more and better education. The army, in rejecting 150,000 physically fit but illiterate men by May 1942, gave astounding testimony to the fact that the modern soldier must have an education.

Aside from adapting their regular services to war needs the schools have carried out nationwide programs of rationing and registration which have received the plaudits of the highest officials. They have rendered an indispensable service in training three million men for the war industries. By these and other special services the schools have

FIRE PREVENTION WEEK

OCTOBER 4-10 is National Fire Prevention Week; auspices National Fire Protection Association, 60 Batterymarch Street, Boston.

Fire is the No. 1 enemy on the home front. If it is not rigidly controlled our war effort may be disastrously imperiled. Every fire helps our enemies.

National Fire Protection Association is a non-profit technical and educational organization to promote the science and improve the methods of fire protection and prevention; to obtain and circulate information on these subjects; and to secure the cooperation of its members in establishing proper safeguards against loss of life and property by fire.

been brought close home to the American people.

While these projects have resulted in a new awareness of the efficiency and the patriotism of teachers, they have resulted in but little greater understanding of the main job of the schools—the education of thirty million children and youth for life.

American Education Week is an opportunity to stress the fact that the schools of the nation are just as efficient in their regular task of education as they are in passing out sugar and gasoline coupons.

Tremendous pressure is being brought for the reduction or elimination of all expenditures which are not direct war projects. This tendency will have its reaction upon school budgets despite the fact that due to

increased national income there is enough money for essential services.

American Education Week 1942 is an opportunity to help acquaint the people with the work of the schools. It should be utilized to the fullest in every school system in the United States to highlight the continuing year-around program of school public relations.

National Education Association has again prepared materials to assist local school systems in the conduct of their observances. These materials include posters, leaflets, stickers, manuals, plays, a motion picture trailer, and other materials. For complete information, write to National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C.

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OUR BAYWOOD FLASH

*Lucille Roeckner, Principal-Teacher, Baywood Elementary School, San Mateo;
A. H. Horrall, Superintendent*

HOW often have you wished for a real situation in which your class could write a friendly letter or a business letter?

How often have you taken advantage of a real situation in order to let your class write an invitation or a letter of thanks?

Have you ever been obliged to say to your class: "Write a paragraph about one interesting thing that you did over the weekend" or "Write a story about what you did this summer"? How many times has the answer come back, "But I didn't go anywhere or do anything" or "I can't think of anything to write."

All teachers appreciate the value of motivating language activities through real needs and experiences, and every teacher seeks any and all occasions which provide such motivation.

An outstanding means of motivating language activities in the Baywood Elementary School has been the use of the school's RCA sound system. This system has a microphone located in the principal's office with connected loud-speakers in every classroom. While all schools are not so fortunate as to have such equipment, perhaps schools which are so equipped will find this article of interest.

At first the Fifth Grade originated the idea of "our newspaper" of the air *The Baywood Flash**. It proved so successful and the Sixth Grade became so interested that it was decided to maintain the newspaper as a Sixth Grade project with the Fifth Grade collaborating and that all the classes be invited to send news.

As organized at present the Sixth Grade elects the staff consisting of a chief editor, news editor, sports editor and special editor. Here the opportunity is provided for experience in

parliamentary procedure necessary in conducting elections. Every six weeks a new staff is elected. The goal is to have every child in the class serve as some editor at least once during the school year. At first the children may be inclined to elect the more capable or the most popular children.

Then the teacher must begin to "engineer" the election of children besides those with exceptional ability. She may need only to suggest that every member of the class should have the privilege of serving as some editor. Or, the teacher may help the class decide that no one child can serve as an editor twice in succession. Often when a child who has had language difficulties is elected to an editorship, there is very marked improvement.

Every week the Sixth Graders suggest ideas or news items which they feel are important or interesting enough to be brought to the attention of the entire school. These ideas are listed on the blackboard and the children volunteer to write on one in which they feel a particular interest.

Individual Work

The articles are then written and revised by the children individually. The teacher checks them and selects those which have the most originality, least number of errors, and the requirements of good paragraphs or compositions. The necessary knowledge of these requirements provides stimulus for the study and discussion of the paragraph and composition.

If two articles are especially well written on the same subject, it is understood that both will be presented. These, along with the others, are returned to their owners for correction and recopying. Then the editors are notified as to which children will present articles on their section of the broadcast.

The editors write their announce-

ments and introductions. Blank spaces are left for names to be inserted after the articles are finally selected. The chief problem of the editors is to maintain interest and variety in their introductions.

The News Editor visits other classrooms to obtain news items which the pupils have written.

Each child who writes a satisfactory article, whether selected to be read or not, is given credit in language for his progress in the skills mentioned. When a particularly good article is written but, because of a better one, is not selected, this writer has the opportunity to read an article written by one of the children in the other grades.

IN Friday afternoon *The Baywood Flash* goes on the air and all classes listen in. After the broadcast the Sixth Grade criticizes those children who have read articles. The teacher stresses the fact that the criticisms must be constructive with encouragement and commendation given to those who deserve it. One purpose is to overcome timidity and lack of confidence in individuals. The points considered in criticizing are the voice, oral reading, enunciation and expression. At the next broadcast those having received suggestions strive to improve their presentations.

All the children are eager to take part in the "broadcast" and some remarkable progress is observed in the development of a paragraph so that it will be accepted. Many children who are timid when facing a group feel at ease back of the "mike" in the small office. Each wants to be heard clearly and understood, so good speech and voice quality are problems taken into consideration.

Original skits and poems are prepared on special occasions for the Special Editor's Section. This gives opportunity for experience in other language activities.

One feature section has been *The Question Box*, which arouses great interest. Every week some child writes three questions to be asked and then gives the answers the following week.

*Adeline Farrell, formerly a teacher at Baywood School and now at Lawrence School in San Mateo, first introduced the *Baywood Flash* idea.

The questions must concern subjects or information which elementary school children should know. The Question Box writers have woven some very interesting material into their presentations.

The Special Editor also presents the book report of the week. This serves as motivation for pupils to prepare unusual book reports which are required on their recreational or leisure reading. The teacher selects the outstanding report which is written each week.

The primary grades dictate articles for their teachers to write, while third and fourth graders prepare their own.

In addition to the newspaper of the air, every opportunity for observing holidays and special weeks, serves as motivation for a program where each classroom participates directly by presenting a skit, poem, reading selection or some novelty.

During Conservation Week the Fifth Grade developed a very fine Quiz Contest with two teams selected from other classrooms. Naturally the questions related to wildlife and conservation of natural resources.

The Traffic Squad, Red Cross Council and Student Council often make appeals and report to the school on "broadcasts."

During Fire Prevention Week every class prepared a number to be presented over the sound system for the Inspector and Captain of the City Fire Department who were guests of the school.

Is it any wonder that we of Baywood School feel that our search for a means of motivating language activities has been well answered? Our difficulty now is to select a small enough number of articles to maintain a program of about a half hour's length.

* * *

Histo-Graph of Ancient Empires, a chart in colors compiled and arranged by Henry Gray, is published by Educational Research Bureau, 1321 M Street, N.W., Washington, D. C.; price 25c.

Los Angeles County

Dr. Trillingham Accepts County Superintendency

DR. Clinton Conroy Trillingham has accepted appointment as Los Angeles County Superintendent of Schools. He was elected by unanimous vote of the County Board of Supervisors.

Since 1934 he served as assistant superintendent and director of secondary education, Los Angeles County Schools, under Archie R. Clifton, now deceased, whom he succeeds.

Dr. Trillingham is highly esteemed throughout California educational circles and nationally because of his fine personality and his excellent educational record. Born in Indiana, he is a veteran of World War 1 and holds a B.A. degree from Southwestern College, Winfield, Kansas; M.A. and Doctor of Education degree from the University of Southern California. He is a member of many national, state, and local educational societies, civic and fraternal organizations.

He will give to the Los Angeles County Schools the same high quality of leadership so finely illustrated in the lives of Mark Keppel and A. R. Clifton.



Dr. C. C. Trillingham of Los Angeles

* * *

Row, Peterson and Company, 1911 Ridge Avenue, Evanston, Illinois, have issued several new titles in their interesting and beautifully illustrated *Basic Science Education Series*, — Gravity, Animals of the Seashore, You as a Machine. See also this magazine, March 1941, page 16; October 1941, page 44; September 1942, page 15.

If We Lose the Present Struggle All Our Civilization Will Vanish

THAT'S THE HANDWRITING ON THE WALL!

It's more important than ever therefore that children should have a full appreciation of American standards of living. But they cannot have this appreciation without a comparison of ways of living in other times and other countries. Only in this way can they realize how long our civilization has been growing and how long it would take to *rebuild* it, if it were once lost. The book which will help children to this realization is:

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POLICIES AND PLANS

AT the 5-day session of California Educational Policies and Plans Committee, held at UCLA in July, Dr. John A. Sexson, chairman, sub-committees formulated and presented important reports. Two reports,— 1. Professional Organizations, Roy W. Cloud; 2. Financing Public Education, Elmer H. Staffebach,— appeared on pages 11-12 of our September issue.

Herewith are digests of two more reports,— 1. State-wide Liaison Organization, Leland M. Pryor of Pasadena, chairman; 2. Wartime Educational Plans, Programs and Policies, Ethel Percy Andrus of Los Angeles, chairman.— Ed.

Sub-Committee on State-Wide Liaison Organization; Leland M. Pryor, Chairman.

The committee, in attacking the problem of a state-wide liaison organization, was confronted with a new problem. Some work had already been undertaken by the chairman as he had contacted a number of state-wide organizations to determine whether or not they would be interested in having membership upon such a state group.

Replies were received from such organizations as the State Chamber of Commerce, California Congress of Parents and Teachers, State Realty Board, the C.I.O. and others, indicating an active interest in such an organization.

At the first session of the sub-committee three problems evolved from the discussions:

1. Shall a plan be worked out for bringing together in a state committee representatives of organizations interested in the educational plans and policies in California?
2. What would be the objectives of such a group?
3. What methods would be adopted in such a group?

The conclusions and answers to the first two of the above three questions were arrived at:

1. Representatives of state-wide organizations would be invited to send representatives as members of a state-wide liaison committee.

2. The purpose of such a committee would be to discuss educational policies, act as an advisory committee to educational leaders, and develop attitudes in the lay public to our state-wide educational problems.

The sub-committee felt that such organizations should be represented upon the state-wide liaison committee as educational and professional organizations, churches, League of Women

Voters, American Legion, State Chamber of Commerce, Congress of Parents and Teachers, the Grange, Labor, etc.

A question frequently discussed by the sub-committee and also by the Policies Commission and by the joint session of the Policies Commission and the directors of the Congress of Parents and Teachers was whether or not such a liaison committee was to be truly democratic in its functions. It was the belief of all groups present that the effectiveness of such an organization depended upon it being truly democratic in its organization and in its functions. Many other questions were raised and discussed during the five-day conference.

Another important problem raised was the matter of the sponsorship of the proposed liaison committee. After much discussion it was the recommendation of the sub-committee that the new liaison committee be sponsored jointly by California Congress of Parents and Teachers and California Educational Policies and Plans Committee. Such a recommendation was made to the Policies and Plans Committee and approved by that body. It was read before the directors of California Congress of Parents and Teachers at its September meeting.

The California Congress of Parents and Teachers unanimously approved the plan at its recent meeting of its State Board in San Francisco. We are now ready to go!

Sub-Committee on Wartime Educational Plans, Programs and Policies; Ethel Percy Andrus, Chairman.

The principal and his staff form educational priorities committee; these priorities are,—

1. Extension of program public relations;
2. Provisions for safety;
3. Provisions for direct contribution;
4. Adapting and vitalizing instructional program;
5. Strengthening morale for victory.

Public relations program can be extended through intra-mural channels, school publications, and organized groups throughout the community.

Safety is a priority including anticipation and prevention of dangers to school personnel and school properties.

Direct participation in the war effort includes production of materials and of services; participation in community coordinating council; conservation of materials and time; and raising funds to finance the war.

Present curricular offerings should be vitalized,— a. to preserve essentials to "all-time" needs; b. to plan for the emergency; c. to anticipate problems of peace and reconstruction.

In defining additional machinery and procedures for the execution of this comprehensive and highly patriotic program, the report makes 15 recommendations, among them being:

Provide an example of democracy in actual operation of school and in the varying relationships among school personnel.

Register all youth in organized school, industrial, defense or community service, under control and direction of school while school is in session.

Extend school's guidance service, equipped with time, personnel, technical and information:

- a. to inventory special abilities of each individual;
- b. to present resources of community in further schooling, business, professions, industry, and armed forces.

Attack problem of diminishing student personnel:

1. Caution youth capable of becoming skilled workers against the "one skill" job, without plan for future educational training and attendant eventual disappointment.
2. Stress greater service to country through broad and thorough educational preparation.
3. Identify a reserve group of young men of intellectual promise, sturdy health, of general ability, for advanced training and enlistment as commissioned officers.

The complete report of this important sub-committee comprises 8 printed sheets and is too long for reproduction here in full; copies may be obtained by addressing the chairman, Dr. Andrus, Abraham Lincoln High School, 3501 North Broadway, Los Angeles.

More New Books

Laura B. Everett, Berkeley

HERO of Darien: The Story of Vasco Nunez de Balboa, by Maxine Shore and M.M. Oblinger, is a gripping presentation of the life of the great explorer and peace-maker that should be known to students and teachers. Written as a story, it will hold even the non-readers if portions are first read aloud. Longmans, Green. \$2.

Youth and the Sea: Our Merchant Marine Calls American Youth, by J. J. Floherty, presents admirably the opportunities for youth under the Maritime Commission, created in 1936. Boys of an inquiring mind should look up all of J. J. Floherty's books. Among them are *Aviation from Shop to Sky*, *Fire Fighters*, *Youth at the Wheel*, *Guardsmen of the Coast*; and *Sons of the Hurricane*, also about the Coast Guard. J. B. Lippincott. \$2.

Shooting Star, The Story of Tecumseh, by William E. Wilson, gives an authenticated account of the Indian leader who was, probably, the noblest character among the Red Men. When a boy, he induced the Shawnees to pledge themselves never again to torture prisoners of war, and the promise was kept. It will be remembered that the American general who stigmatized war in an often-quoted phrase bore "Tecumseh" as his middle name. The author shows the unfairness that characterized the dealing of the whites with the Indians. This is a book worth reading and thinking about. The straightforward manner and partisan interest will hold the boy reader. Farrar & Rinehart. \$2.

* * *

Beggars

Nina Willis Walter, Pasadena

THE aged thistles now are gray;
Each one has lost his purple cloak.
They sit beside the road today
Like ancient, ragged, beggar-folk.

* * *

Getting Ready to Read by Dolch and Jackson is a delightful big illustrated book of 64 pages, workbook style, including all the activities for a happy experience in the child's first weeks of school. Large realistic pictures for coloring accompany the interesting stories; group and individual work is provided. Published by Garrard Press, 119-123 West Park Avenue, Champaign, Illinois, price 50 cents.

The Three Hanses, by Julian David, the story of Hans Christian Andersen, is published by Little, Brown & Company, 34 Beacon Street, Boston; price \$2.

Julian David is the pen name of David L. MacKaye and his wife Julia. He is director of adult education, San Jose; Mrs. MacKaye is a teacher in secondary and adult education there. Their knowledge of Andersen is backed by first-hand study of material in Denmark in 1939, when Mr. MacKaye had a grant from the American-Scandinavian Foundation.

Snow Comrades, a previous book by the same authors and publishers, was reviewed

on page 37 in the January 1942 issue of this magazine.

A Workbook in Child Psychology (16 study units designed to give the student working-tools by which to gain a knowledge of the science of child psychology) by Humphreys and Hosey, both of Central Missouri State Teachers College, now appears in third edition, 130 pages, published by Farrar and Rinehart, 232 Madison Avenue, New York City; price 75 cents. The units follow the required reading of the text, *Child Psychology*, 1942, edition, by John J. B. Morgan.

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Los Angeles, Calif.

OUR SCHOOLS

*Grace M. Hultman, Los Angeles; President, Classroom Teachers Department,
CTA Southern Section*

THE Denver Post carries this caption, "Give light and the people will follow." This statement is a challenge to public education, especially in a democracy. Of course the public school system is only one avenue to learning but it is surely an important one. As the schools help to clarify the thinking and help to aid in balancing judgment, so will they help John Q. Public to follow the light and thus arrive at a true sense of values.

We are experiencing a great revolution: both social and economic. Vice-president Wallace refers to it as "the march of freedom of the common man." A new mind must be developed, a mind that will understand and will cooperate with these unpreventable changes. The public must be made aware of these changes. Surely they can expect the schools to help interpret the new situations and perhaps make the adjustments less painful.

The new Bill of Rights of the 20th century definitely demands the right of an education for all. Does this startle the reader? But let me quote Dr. Harold Hand of the University of Maryland. "Elementary and secondary schools are not truly free schools." We well know that many in the low-income groups are forced out of school at an early age, or perhaps attend only a fraction of each school year. We cannot then truthfully say that all have had the right to an education if they have not had an opportunity to learn a trade or a profession. It therefore becomes the duty of educators to convince the public that truly free schools are a necessity in a democracy if we expect the people to function wisely.

Every right or opportunity carries with it a responsibility. This statement brings to my mind the motto in a small mid-western high school, "When opportunity knocks, grab her by the forelock." Education is effective only when the individual desires to improve himself. We can't put "old heads on

young shoulders" but perhaps in this day of great demands of young and old, we may all more fully realize our responsibilities for making possible the privilege of educational opportunities.

The schools, as one of the most important institutions in a democracy, are willing to carry their responsibilities. But like the C.C.C., the N.Y.A., or the W.P.A., it takes money to provide buildings, equipment and instructors. Surely our federal government will some day see that it has an obligation toward every child. This obligation is the financial aid necessary to give every child the real opportunity for an education. The schools have long stood for equality of opportunity for all the children of this great land. We are so dependent upon each other that the group can only expect to advance as the individual advances.

An education is as important as food, clothing, shelter, and religion. When the 20th century Bill of Rights has been adopted, the schools will be able to meet the responsibilities that are rightfully theirs and American youth will be trained to meet their responsibilities because they have had educational opportunities.

Adda Anderson, principal, Willard School, Long Beach, represented California at the recent summer conference, Estes Park, Colorado, held jointly by NEA Department of Supervisors and Directors of Instruction and University of Denver, according to word by Ruth Cunningham, executive secretary of the department, to Ona E. Ring of Martinez, State Chairman for the department.

So many California school people have friends and relatives in Alaska that we are pleased to call attention to *The Kodiak Bear*, published weekly (wartime conditions permitting) by officers and men of Fort Greeley, Alaska. Brigadier General Charles H. Corlett, U.S.A., commanding Fort Greeley; 1st Lieut. Roy D. Craft (MI) ADC, public relations officer; Pvt. Max B. Skelton, editor. This well-edited, illustrated, 4-page paper is full of interesting articles.

W. Roy Breg, executive secretary, Allied Youth, is widely-known in educational circles throughout California. The Allied Youth organization is well-established in this state and has a splendid record here. Mr. Breg plans to be in California November 25-December 16. He will be pleased to hear from school people interested in having Allied Youth presented in their schools. Write to him at Allied Youth, National Education Association Building, Washington, D. C.

* * *

Our Prayer

A Prayer for Our Children

*Ludmelia H. Ralston, Primary Teacher,
Bard Elementary School, Imperial County*

THESE are our children in the land of the free;

With the horror of war shattering air and sea

What shall we do to spare them pain,
To salvage their souls for peace again?

To sleep without tears
And wake without fears . . .

When children like ours in many lands,
(Eager eyes, sweet baby hands) —
Have seen too soon and have heard too long
Death and destruction where once was
song —

Are they not also dear to Thee?
Lord, we ask, what choice have we?

Meet war with war with a greater might,
To seize the murderers in the night,
To govern greed and temper power,
And kneel to pray at Victory's hour —
And bring forth bread
For the living dead —

Bring hope to man, and cover grief
In a woman's eyes with glad relief,
To build again with better stuff
So a child may live — but — that's not
enough!

Not enough that for another while
The world can see its children smile . . .

Not enough — if ever there can be
Another war to outrage Thee;
If ever again the old must stand
And see youth marching off the land.
To hear the age old battle call
For peace that was no peace at all.

Lest these, our children, bear sons and daughters
To send to awful future slaughters —
We who face this thing today
Must find the final hallowed way.
These are Your Children. Give us grace!
To make this world a safer place.

PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION IN A NATION AT WAR

Walter L. Scott, President of the California Association for Health, Physical Education and Recreation; Supervisor of Physical Education in the Public Schools and Director of Municipal and School Recreation, Long Beach

THE War has been responsible for focusing much national attention upon the importance of health, physical fitness and morale. Those of us who work professionally in the fields of Health, Physical Education and Recreation, sense a new challenge, a new responsibility and a desire to do all we can for our country in this war emergency.

In times such as these, there must naturally be a reconsideration of our aims and objectives, if we are to do our work well. While I believe in our present professional aims and objectives I also believe we do need a change in emphasis, perhaps for the duration. I think we could well stress the more vigorous types of physical activities at this time, particularly for boys and men. I refer to such activities as boxing, wrestling, tumbling, track and obstacle racing, hand-to-hand combat, swimming, diving, lifesaving and certain of the most vigorous athletic sports.

In doing this, let's not forget the "I B" students, to borrow a phrase from the Selective Service Boards. Such a program as outlined above would be detrimental to some students and many adults. Those with physical handicaps still need activities adapted to their strength, needs and capacities. Also let's not forget the girls and young women; I believe our better programs based upon present philosophy and objectives are adequate to meet present demands.

Some departments and some cities look first to the curtailment of Recreation, Health and Physical Education programs when tax reductions must be made. This "frill" inference does not extend to many traditionally-intrenched subjects that frequently make less contribution to essential traits in citizens. Human beings are funny

that way—in the graduate classes at the universities we "philosophize" and say health is the first objective of all education—then in practice, the rooms, buildings and equipment needed for teaching it are all-too-often supplied last.

We believe in strength, agility and endurance, so-we-say, then in practice we often let first aid, health instruction, safety and home nursing absorb the Physical Education activity-period time to defeat our very purposes. Educators agree in theory, that the correction of physical abnormalities is important, then in practice they often make no budget provision for special teachers nor provide places or facilities to make such teaching possible.

I cite these points in an endeavor to be constructive and to strengthen my belief that if school administrators and our particular group of professional people are to do better work in preparing boys and girls to become better soldiers, husbands and wives, yes, better citizens in so far as their health, physical fitness and morale are con-

Walter L. Scott, President



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cerned, we must make some drastic changes. Changes must be made in our school time schedules.

Health and Physical Education must be given a first, not last place in the learning experiences of all children.

About 50% of the first 2,000,000 men examined under the Selective Training and Service act of 1940 were disqualified because of physical, mental or educational reasons. 20.9% were rejected because of dental defects and 13.7% because of defective eyes.

The last world war brought about legislation making instruction in health and physical education, compulsory in several states, including California. Today we find in California and nationally, a trend extending the time for physical education classes from two and three hours per week to five; by increasing the length of physical education class periods in the secondary schools from under an hour to 60 minutes and from a few minutes daily to a minimum of 30 minutes daily in the elementary schools. Such subjects as health instruction, first aid, safety and home nursing, all vitally important, are finally finding their own school period time allotments in some schools and will no longer infringe upon the physical education activity periods as practiced so commonly in the past. Some of our people believe it would be better to have a qualified teacher teach some of the essentials of social hygiene and sex education, than to leave the students to acquire improper information from promiscuous and doubtful sources.

In war times there is a tendency of some to suggest the substitution of infantry military drill for physical education. Today it is generally recognized by the military authorities, John W. Studebaker and others, that the schools can make their greatest physical education contribution to the total war effort, in so far as boys are concerned, by providing for them instruction in vigorous physical activities which contribute to health, physical strength, agility and physical endurance.

The Nation today is facing a terrible crisis—how to win the war! We who make our contribution to the war effort through the fields of Health Education, Health Service, Physical Education and Recreation, accept the challenge to do our best in helping to develop in our people those qualities of physical efficiency and morale so demanded by our country today.

RECENT CHANGES

IN CALIFORNIA SCHOOL POSITIONS

1. Southern California

**Carl A. Bowman, Director of Placement,
CTA Southern Section, Los Angeles**

Northern California changes will appear in the November issue. — Ed.

Imperial County

Elmer J. See, formerly superintendent, Moorpark, Ventura County, elected superintendent of elementary schools, Holtville, succeeding Thomas McNeill, now in military service.

David Cherry, principal Escondido, elected superintendent, Calipatria elementary schools.

Charles C. Hancock of Colton high school, elected superintendent, Imperial City.

William G. La Berge, elected supervising principal, Miguel Hidalgo school, Brawley, succeeding Lloyd E. Sowers.

Indio County

Claudis Shirley, formerly of Compton junior college, elected principal of Independence high school, succeeding Myron Hesse who was elected vice-principal of high school, Manzanar Japanese Camp.

Los Angeles County

Alton E. Scott, superintendent, Livermore schools, elected superintendent, Mountain View schools.

H. Fred Heisner, formerly superintendent, Holtville elementary schools, elected principal, Willowbrook junior high school, Compton.

Jack R. Singer, principal, Shafter elementary school, elected superintendent, South Whittier.

Dean L. Shively, director of physical education, Temple school, succeeds D. Lloyd Nelson, superintendent of Temple school district.

Herbert Wennerberg, elected Whittier evening high school principal.

Theodore Dawe, Placer County elementary supervisor, elected principal, Ivy Avenue junior high school, Monrovia.

Robert M. Perry of Lompoc, elected to principalship, Monrovia elementary schools.

Dr. George E. Dotson of San Diego state college, elected principal of Long Beach junior college.

Vernon Hoggatt of Azusa and Ray Spaugh of Ontario, were elected to principalships in Hermosa Beach.

R. Lee Ross, elected principal, Hermosa Beach, succeeding Darcy A. Skaggs, who was elected to principalship in Montebello.

Raymond Haworth, elected principal of John C. Fremont school, Pasadena, succeeding George Norene who was elected principal of the Grover Cleveland school, succeeding Claude E. Earl.

Lee Hammond, elected principal, South school, Redondo Beach, succeeding Stuart McComb.

Myrtle Scott, elected principal, Lincoln school, Bellflower, succeeding A. J. Barnes.

Oliver C. Hollinger, elected principal, Columbia school, El Monte, to succeed Frank M. Wright, who continues as district superintendent of schools.

Fred Ashton elected principal, Roosevelt school, San Gabriel, succeeding Emma E. Balling.

Montebello

John C. Whinnery, promoted from Senior high school principalship to assistant superintendent in charge of instruction. Burton P. Hall succeeds him as Senior high school principal.

Norman O. Tallman, promoted from elementary principalship to director of research and child welfare and attendance.

Lloyd E. Sowers, formerly principal at Brawley, elected as acting dean of boys in senior high school.

James W. Prince, elected principal of Evening high school.

Clarence W. Niedermeyer, Glen Dibble, Leonard Bellamy, were elected to elementary principalships.

Orange County

John B. Crossley, high school principal, was promoted to succeed A. P. Patten as district superintendent, Placentia city schools. Mr. Patten went to Eureka, where he is principal of secondary education and in charge of curriculum for the entire system.

Mrs. Dorothy C. Burke was elected principal of Laurel school, Brea.

John McCoy of Santa Ana junior college, succeeds D. K. Hammond as director and dean. Mr. Hammond retired from active duty.

Everett Rea, formerly vice-principal, Newport union high school, was elected superintendent, Costa Mesa elementary schools. He succeeded Mr. Henry Abrams who has accepted a principalship in San Luis Obispo.

Stewart N. White, elected district superintendent of Orange, succeeding Don S. Danner.

Dr. Florence Knowlton, elected director, department of health and development, Santa Ana, succeeding Dr. Mary C. Block.

Ambroy L. Glines, elected principal of Lathrop junior high school, Santa Ana, succeeding H. G. Nelson.

Sara Jean Jenkins, elected principal, Lincoln school, Santa Ana, succeeding Henrietta Horne, who was elected principal of Spurgeon school, succeeding Walter Egger.

Mary Beasley, elected principal, Logan school, Santa Ana, succeeding Henrietta Horne.

Nora F. Reid, elected principal, Lowell school, Santa Ana, succeeding Lowell K. Schmid.

Riverside County

Dallas E. Porter of Banning high school, elected district superintendent of Banning elementary schools, succeeding Leonard Hummel.

Everett Adams of Downey high school, elected vice-principal of the Beaumont high school.

Roland R. Adams, elected principal of San Jacinto elementary schools to succeed John Newlove who has been made principal of an elementary school, Palo Alto.

Dr. E. E. Oertel, formerly superintendent of schools, Auburn, elected superintendent of Palm Springs high school district, to succeed Morris Richardson who has accepted a commission in the Navy.

G. M. Nearpass of Compton secondary schools, elected vice-principal of Palo Verde union high school, Blythe.

San Bernardino County

John L. Lounsbury, elected president, San Bernardino junior college, to succeed Dr. Nicholas Ricciardi who became president of Sacramento junior college.

Russel Croad, formerly superintendent, Monterey schools, became superintendent, San Bernardino city schools, succeeding A. D. Graves who was elected deputy superintendent in charge of secondary education in San Francisco.

H. B. Randall of Montebello, elected principal of Big Bear high school, succeeding Thomas W. Griffin who accepted a principalship in Monrovia.

Mrs. Hazel Croy, elected principal, Alta Loma, succeeding Boyd Lohman.

Campbell P. Minor, elected principal, Big Bear Lake, succeeding Truman Case who accepted a principalship at Etiwanda, succeeding George L. Geiger, Jr.

Ralph G. Sanders, elected principal, Yucaipa school, succeeding Sandford C. Gunter.

Ernestine Carter, elected principal, Continuation high school, succeeding M. Alex Rogers.

Mrs. Hermine Break, elected principal, City Creek school, San Bernardino.

Kenneth Deardorff, elected principal, Edison school, succeeding Mrs. R. L. Sandberg.

Mrs. George Kibby, elected principal, Jefferson school, succeeding Mrs. Grace B. Stopher.

Lucile Zurcher, elected principal, Metcalf school, succeeding Kenneth V. Deardorff.

John Heiser, elected principal, Wilson school, succeeding Rowena Bedford.

Helen Juneman, elected supervising principal, D Street school and Grace Henderson school, Needles, succeeding Neva Hagaman.

San Diego County

Lewis F. Smith, vice-principal, Palo Verde union high school, Blythe, elected vice-principal, Grossmont high school.

Adolph F. Bunge, formerly principal of Fall-river joint union high school, Shasta County, elected vocational school principal, Grossmont high school.

Byron Netzeley, principal of Heber elementary school, elected principal at Lemon Grove.

James H. Rusk, principal, National City, elected superintendent to succeed Fred M. Tonge who has been granted leave-of-absence so that he may complete work for his Doctor's Degree, Stanford University.

John Fraga of Glendora, A. P. Scafani of San Miguel, and Eugene Brick of Artesia, elected to principalships in National City schools.

Santa Barbara County

Harry E. Tyler of Sacramento junior college, elected superintendent, Santa Maria high school and junior college district, succeeding Andrew Hill who has become assistant superintendent of schools, Stockton.

Guy J. Roney of Fullerton, elected superintendent, Carpinteria high school district, to succeed Fred J. Greenough, who has accepted a commission in military service.

Ventura County

Lloyd Emmert, district superintendent, Nordhoff union elementary school district, Ojai, elected district superintendent of Fillmore elementary schools, succeeding J. M. Horton who has retired after serving 24 years in the one position.

Arno Myers of San Juan Capistrano, elected

district superintendent of Moorpark union elementary school, succeeding Elmer J. See.

A. A. Herman, formerly vice-principal, Nordhoff union high school, elected superintendent, Nordhoff union elementary schools in Ojai.

Allen S. Wonn, formerly elementary principal, Imperial City schools, elected principal, Haydock school, Oxnard.

Raymond E. Denley, principal, promoted to district superintendency of Santa Paula elementary schools to succeed George A. Bond who has retired after 18 years of service in the one position. Dean Triggs of Ventura was elected principal.

Dorothy Deeming, elected principal at Barddale, succeeding Betty Baird.

Dorothy Thomas, elected principal, Lincoln school, succeeding Claphine B. Dooley.

Leo D. Butta, elected principal, May Henning school, succeeding Dean Triggs.

Ada Simpson, elected vice-principal, Sheridan Way schools, succeeding Maurice E. Fox.

* * *

R. D. Case, superintendent, Salinas City School and Union High School Districts, has issued an outstanding annual report for 1942, a 24-page brochure of striking illustrations and attractive tables and graphs. The highlights of Salinas school progress are effectively presented.

* * *

Airplanes in Flight

Florence D. Hord, Supervisor of Art Education, Riverside County Schools

RIVERSIDE County, Siskiyou County and Long Beach pride themselves on being the first to utilize the new educational series of fine 16x20 photographs showing airplanes in flight. Because of their educational success and timeliness, we feel that all teachers should be aware of the opportunity to obtain these photographs.

Otto Menge, chief photographer, Consolidated Aircraft Corporation of San Diego, considered the most outstanding aerial photographer in the country today, made these studies. They are especially composed to demonstrate the varied mechanical actions of the planes, while in flight. These pictures are truly beautiful.

As this service to the schools is not generally known, we who have used these photographs, feel that this fine contribution should be publicized.

These prints are for educational purposes only; they are not to be resold; sets are not advertised. Accredited teachers and visual educational departments may obtain these photographs at less than cost by writing to Otto Menge, chief photographer, Consolidated Aircraft Corporation, San Diego. Enclose a check for \$4 for a set of 12, or \$1 for three. Not less than three will be sent. Postage is prepaid.

WAR AND THE SCHOOLS

THE SUPPORT OF EDUCATION IN WARTIME

THE Educational Policies Commission in its latest statement on the war and education deals with the financial support of the schools in wartime. The Commission reviews a number of significant facts regarding the value of education to the successful prosecution of the war. Among the direct contributions to the war that have been made recently by the schools, the Commission cites the following as illustrations:

Over 3,000,000 persons have been trained for service in the war industries.

Teachers have given approximately 38,000,000 hours to rationing and Selective Service registrations, all of which has been without additional compensation, and half of which has been overtime.

Over \$80,000,000 worth of war bonds and stamps have been sold through school activities.

Over 150,000 tons of waste paper have been collected through the schools.

169,000 acres of Victory Gardens have been sponsored and directed by the schools.

300,000 model airplanes have been made for the use of the armed forces.

1,000 Junior Red Cross First Aid Detachments were organized in three months.

American Junior Red Cross members in the schools, totaling 14,000,000 boys and girls, have made more than 3,000,000 comfort and recreational articles for the armed forces, and 500,000 garments for refugee children.

The Commission shows that education is essential to the winning of the war, that the United Nations including Britain, Australia, China and others have recognized this fact, that the schools must, therefore, be kept in vigorous and efficient operation, and that the existing economic factors completely justify the adequate support of a vigorous educational program.

To Teachers:

Your country is at war. These are the harsh facts: Every able-bodied boy in your school must look forward to eventual military service; every girl must look forward to some form of war work. It is your business to educate the youth of the nation for war. Whatever handicaps you in doing that

job, whether it be venerable traditions, limitations of time, shortages of manpower, personal inconveniences, or other obstacles, must be removed.

To Parents:

Your children inherit, at best, a troubled world. Give them the best possible start in meeting its challenge. A good education will help your children to do their part in winning the war and will remain as an asset that no future disaster can destroy.

If, on the other hand, we should cut the support for education, allow the best teachers to be removed from the schools, deprive our children of their one big chance to secure education, throw our youth indiscriminately into employment without proper instruction and guidance, fail to provide the training necessary for health and citizenship, then America must pay a heavy forfeit. We would lack the trained manpower essential for victory. Our children would be unprepared to protect our institutions or to discharge our obligations to the postwar world.

To Taxpayers:

Your schools must be kept going during the war. Will they be maintained on a penny-wise basis or stepped up in efficiency so that they may increase their contributions to victory?

Reductions in the school budget will not materially reduce your tax burden; they can, however, impair the morale and efficiency of the whole educational service.

Education, health, and cultural services use little or no goods that are critically needed in war production. Keep your sense of pride in the opportunities your community offers to young people. Your local expenditures are under your local control.

Now is the time to spend money for the services that will make American youth skillful and strong enough to win the war and wise enough to build a lasting peace.

Full text of the report entitled *The Support of Education in Wartime* may be obtained from Educational Policies Commission, 1201 Sixteenth Street, Northwest, Washington, D. C., 10 cents per copy.

CIVIL SERVICE JOBS WORK FOR UNCLE SAM

Teachers, you have a big advantage, because of your training and education. U. S. Government Positions pay \$1260 to \$2100 a year to start, with short hours and pleasant work. Thousands appointments being made. Write immediately to Franklin Institute, Dept. S226, Rochester, N. Y., for free thirty-two page Civil Service book with list of positions for teachers.

American Red Cross Pacific Area. RED CROSS COURSES ADAPTABLE FOR SCHOOL USE. Plate courtesy of American Red Cross.

CERTIFICATED RED CROSS COURSES	AGE LIMITS	GRADES	PREREQUISITES	CONNECTED ACTIVITIES	COURSE REQUIREMENTS	TEXTBOOK	RED CROSS REQUIREMENTS FOR INSTRUCTOR
JUNIOR HOME NURSING	12-16	7-10	None	Home Duties	Minimum of 30 hours instruction. Semester Preferred	Red Cross Home Nursing Textbook	High School Graduate, Registered Nurse, Red Cross Authorization
STANDARD HOME NURSING	17 or Grade 11	11-12	None, but Junior Home Nursing Course Helpful	Home Duties	Minimum of 30 hours instruction. Semester Preferred	Red Cross Home Nursing Textbook	Same as for Junior Home Nursing Course
JUNIOR FIRST AID	12-16	7-10	None	For emergency use	Minimum of 15 hours instruction. Semester preferred	Red Cross First Aid Textbook	Authorization of Area Office, Completion of Instructors' Course or M.D. Age 20 or over
STANDARD FIRST AID	17 or Grade 11	11-12	Junior Course in First Aid Helpful	Emergency	Minimum of 20 hours instruction plus examination	Red Cross First Aid Textbook	Same as for Junior First Aid Course
ADVANCED FIRST AID	17 or Grade 11	11-12	Current Standard Certificate	Emergency First Aid, First Aid Detachments	Minimum of 10 hours instruction	Red Cross First Aid Textbook	Same as for Junior First Aid Course
HOME AND FARM ACCIDENT PREVENTION	All Ages	All Grades	None	Survey of Home and Farm Safety	Satisfactory mastery of content	Home and Farm Accident Prevention Instructors' Guide	First Aid Instructor for Adult Course. Any teacher for other Grades
SWIMMING COURSES	All Ages	All Grades	None except for Advanced Course	Swimming Teams. Water Polo	Sufficient skill to enter higher class	Red Cross Swimming and Diving Textbook	Completion of Instructors' Course totalling 30 hours. Age 19 years or over
JUNIOR LIFE SAVING	12-16	7-10	None	For emergency use	Minimum of 15 hours instruction	Red Cross Life Saving and Water Safety Textbook	Same as for Swimming Course
SENIOR LIFE SAVING	17 or Grade 11	11-12	Junior Life Saving Course Helpful	Summer work and emergencies	Minimum of 15 hours instruction plus examination	Red Cross Life Saving and Water Safety Textbook	Same as for Swimming Course
STANDARD NUTRITION	17 or Grade 11	11-12	None	Home Use	Minimum of 20 hours instruction. Semester preferred	Food and Nutrition ARC 725	B.S. or B.A. Degree, one year experience in Nutrition, e.g. Teacher of Home Economics
CANTEEN COURSE	17 or Grade 11	11-12	Standard Nutrition Course	Canteen Corps	Minimum of 20 hours instruction. Semester preferred	Suggestions for Feeding in a Disaster ARC 994	B.S. or B.A. Degree, one year experience in Dietetics, Cafeteria Management, etc.
STAFF ASSISTANCE CORPS	17 or Grade 11	11-12	High School Commercial Course	Staff Assistance	Minimum of 10 hours instruction plus examination	Lecture Course	Red Cross Chapter personnel

THE NOVEMBER BALLOT

PROPOSED AMENDMENTS TO THE STATE CONSTITUTION

CTA Board of Directors took action as shown on Numbers 4, 5, 9 and 12. No action was taken on the others.

Roy W. Cloud (See also Page 13)

1. "Hot Cargo", "Secondary Boycott". Referendum to prohibit from going into effect the "hot cargo" and "secondary boycott" law enacted by the 1941 Legislature.

2. Annual Legislative Sessions. Senate Constitutional Amendment which provides for two short annual sessions instead of the present long biennial session.

3. Basic Science Act. This initiative proposes that the requirements for certification to practice medicine, dentistry, osteopathy or chiropractic shall be standardized. It exempts from this requirement persons who treat the sick by prayer in accordance with the tenets of any well-recognized religion.

4. Personal Income Tax Laws. Repeal. This initiative seeks to repeal the present California personal income tax law and further provides that such laws cannot again be enacted except by a majority vote of the people as an initiative.

California Teachers Association opposes this repeal and asks its members to vote NO.

5. Compensation of Legislative Members Increased. This amendment seeks to increase the salary of members of the Legislature to \$200 per month and mileage not to exceed 5c per mile.

California Teachers Association asks you to vote YES.

6. Board of Forestry established. Provides a State Board of Forestry and sets up the office of State Forester.

7. Taxation of Insurance Companies. Relates to the taxation of insurance companies and insurers.

8. Use of Fish and Game Funds Restricted. Seeks to restrict the use of funds collected from sportsmen to the protection, conservation, propagation and preservation of fish and game.

9. Compensation of State Officers. Gives the Legislature the power to fix the salaries of Superintendent of Public Instruction, the State Treasurer, State Controller and Secretary of State.

California Teachers Association urges a YES vote.

10. Reorganization of Building and Loan Associations.

11. Boxing and Wrestling Matches. Regulation of boxing and wrestling matches.

12. School Districts May Acquire Stock in Municipal Water Companies. This amendment would permit school districts to acquire stock in mutual water companies.

A YES vote is urged by California Teachers Association.

13. Boards of Equalization. The Legislature by a two-thirds vote is empowered to redefine the boundaries of equalization districts.

14. Rates of Interest on Loans and Judgments. Maximum rates of interests charged on loans and credit judgments are fixed by this amendment.

15. Supreme and Appellate Court Procedure. Seeks to set up procedure in Supreme and Appellate Courts.

16. Decisions by Administrative Officers. Gives to the Legislature unlimited powers to determine the validity and binding power of acts by administrative officers.

17. State Treasurer Trustee of Certain State Moneys. Gives certain powers of trusteeship to the Treasurer.

18. Reapportionment Commission. Seeks to correct an error in the present Constitution. It substitutes the State Controller for the State Surveyor General in the Reapportionment Commission. The office of Surveyor General was abolished some years ago.

In Memoriam

California School People Recently Deceased

Charles L. Biedenbach, veteran California schoolman, died September 15. Born in San Francisco 76 years ago, he graduated from University of California, 1886, and received his Master's degree there, 1893.

Beginning his educational career in 1887 as supervising principal, San Luis Obispo schools, he went to Alameda County in 1889 as principal of the old Peralta School, then to Alameda High School, next to Oakland High School, and in 1901 to Berkeley as principal of the old Dwight Way School; in 1910 he there organized the first junior high school.

In 1912 he became principal of Berkeley High School in which position he served for 25 years, resigning in 1937. He had rounded out 50 years of teaching in California schools, 35 of which were in Berkeley.

He was active in California educational work, serving as president of California High School Teachers Association, 1901-04; California Teachers Association, 1904; president, Alameda County Board of Education, 1902-42. He helped organize California Interscholastic Federation, 1913, and served as secretary-treasurer since 1914.

He was prominent in many other educational, civic, and fraternal groups. With a host of friends throughout the West, he was nationally-known as one of the leading schoolmen of the Pacific Coast.

F. Eugene Foster, age 52, district superintendent, Isleton, Sacramento County, prominent in civic affairs and lodge circles and former president of Isleton Chamber of Commerce, recently died. He had been an educator for 30 years, the last 15 in Sacramento.

* * *

Bolek, by Gronowicz, rendered in English by McEwen and illustrated by Gay, is a Polish war story for all young people, published by Thomas Nelson and Sons, 385 Madison Avenue, New York City; price \$2.50. In 1938 the author, a native Pole, won his government's award for literature.

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SHALL WE USE THE ROD?

Roy E. Learned, Principal, Washington Elementary School, Sacramento

THIRTEEN-YEAR-OLD Dick sideled up to me and put his arm over my shoulder as I sat on the bench in the school yard, watching a group of boys in a baseball thriller, during the noon hour.

"Say, Pal, sign my autograph album?" he asked as he dropped the booklet into my lap. This gesture of friendliness brought a lump to my throat, for only yesterday I had soundly thrashed this boy in my office.

Dick's home, for many months, had been on the verge of breaking up because of his father's drunkenness. The lad was sensitive about these conditions, and he sought to forget his troubles by acting the clown in school. His teacher had been exceptionally patient and understanding, yet Dick continued to annoy her and his fellow pupils. His mother often expressed appreciation of the school's interest in Dick, and confided in our judgment. I had talked with him and had tried to convince him with all the persuasive powers I possessed, that the school was sincere in helping him face the unhappy circumstances of his life. I had endeavored to make school purposeful to him, and had painted a hopeful picture for him—not once, but many times. His response was always friendly and courteous, but the desired change did not take place. Not until I finally decided to apply corporal punishment.

Many of my lay friends gaze at me in profound astonishment when I admit that the schools have by no means abandoned the hickory stick, and are actually shocked when I confess stooping to the barbaric level of corporal punishment. Surely I should have found a better means of discipline after dealing with thousands of children in my 25 years of experience as school principal!

The fact that corporal punishment has not increased greatly in recent years is a glowing tribute to the un-

derstanding, patience and skill of the classroom teachers and the principals. Conditions in community life were never so difficult for the wholesome emotional growth of children. What could be more unfortunate for a boy who is fairly surcharged with energy than to be cooped up in a city flat? The ingenuity of conscientious parents is taxed to the limit to plan out a salutary program of duties for their children. Gone are the pump, the woodpile and the kerosene lamps, symbols of systematic training in responsibility used so effectively by the parent of a generation ago.

Even in the most humble home the average youngster is clothed, fed and provided a place to sleep without any effort on his part to awaken an appreciation for these benefits. I am often amazed at the amount spent for candy, gum and soft drinks, by children from families with subsistence incomes. These boys and girls are avid in their attendance of the movies. All this, too, comes only for the asking on the part of the children.

Mobile Population

The ever increasing mobility of our population resulting from the economic and social disturbances of the past decade, has placed insuperable obstacles in the way of parents. Often circumstances will necessitate the family moving three or four times within a year. The trailer house is becoming the home of a growing number of children. Such transiency plays havoc with any consistent program of training which thoughtful parents may attempt for their children.

But, perhaps the greatest handicap in proper training which for too many children on every economic level suffer in their home, is the lack of a clear cut philosophy of discipline on the part of their parents. In their effort to avoid passing on the harsh treatment which they suffered at the hands

of stern, unbending parents, they have swung to the point of removing almost all restraint from their offspring. How often indulgent, yet sincere, parents have confessed to me that they have virtually abdicated the control of their home to whims of their ten-year-old youngster!

These unfortunate children, victims of an age of swift and unrelenting change, share a goodly portion of our classrooms today. The old schoolmaster with his ubiquitous rod, would be worn to physical exhaustion if he were confronted by such a complex assortment of boys and girls. How does the school of today carry on? The wonder is not that we still employ corporal punishment in this enlightened age, but how do we get along with so little.

Basic Understanding

Here is the answer. The schools of today make every effort to understand the child. The courses of study are carefully rewritten at frequent intervals so that their content is adapted to the maturity and innate interest of the pupils. Teachers, who know boys and girls intimately, have a large part in making these revisions. Visit a modern nature study class and note the consuming interest of the children. One little fellow told me that he did *not* like science any more, and in reply to my astonished questioning said, "It takes so long for my turn to come to feed the birds and animals, and clean out their cages, that I get tired waiting." Or, observe how lantern slides, still films and motion pictures used in regular class room procedure, bring realities far remote to them in time and space, so close that they become vital and living. In brief, the opportunities to learn are greater and far more interesting than ever before. Children like school.

Today teachers take time to study the child who responds abnormally. Children worry just as adults do, and the alert teacher detects the irritability, day dreaming and other tell-tale signs of emotional upset in a boy or girl. She enjoys the child's confi-

dence, finds the cause of the trouble and helps him remove it or adjust to it. Physical handicaps such as undernourishment, poor vision and lack of adequate rest are constantly kept in mind as underlying causes of unsocial conduct.

THE modern teacher seeks consultation with parents, not for the primary purpose of registering a complaint about their offspring's unruly conduct at school, but rather with the attitude of a scientist searching for facts. A conference with the parents often reveals vital information which helps to interpret the child's conduct. Likewise the parent understands the school and its purposes. Bill's lack of interest, and occasional outburst of unsocial conduct could not be fathomed by his teacher, nor could I unearth any logical clue in working with her. Finally, I took the boy, a handsome, bright lad of 12, with me when I went to interview his father. He immediately sent the boy on an errand and turning to me said:

"Bill's not been right since last summer. He's been in several schools since then, and all of the teachers complain. Bill's an expert swimmer, and I told him when he went swimming with his mother and sister, to always keep them in sight. One day he forgot my advice, and swam around a bend in the river. When he returned both had drowned. Bill blames himself for the accident, and nothing I can say stops him from brooding." But, with that clue, his teacher was able to help Bill, and the seeming lawlessness disappeared.

Sometimes the stubborn behavior of a child is but the reflection of a home experience relating to the classroom, which they may have suffered. It may have had to do with their children, or it may have had its roots far back in their own childhood. Winning such parents is one of the prerequisites to winning the child. Frank was the most stubborn child in school, but his stubbornness vanished simultaneously with a telephone call from his mother. Her opening sentence was, "Will you

do me a favor?" For months, we had vainly sought to gain the good will of this stormy-dispositioned mother. Having won her confidence, the boy believed in us, too.

Now and then, however, the cause of a child's disturbing conduct is so deeply concealed that no reasonable amount of search will bring it to light. If ordinary corrective measures are ineffective, and he is allowed to continue unchecked, the morale of the class, and even the school, as a whole, may suffer. It is then that I apply the rod for the sake of his emotional rehabilitation. I apply it with earnestness, and with the same studied approach that an experienced surgeon employs the knife to remove a physical defect. I indulge in no preliminary threatening. The whipping comes as a surprise. When the shock subsides, and the youngster is able to think clearly, we sit down and talk over the whole problem in a calm and friendly fashion.

BY using this technique, the misconduct clears immediately, and I have never experienced a child's resentment. On the contrary I have won a deeper respect and stronger ties of friendship, both of which I cherish. He has enjoyed no martyrdom in the eyes of his fellows, and parents, with rare exception, express their deepest appreciation. Some children are emotionally so complexly assembled that they require a carefully planned strategy to reach them. Occasionally, the use of the rod becomes a potent part of that strategy.

* * *

Social Studies Teachers

A CONFERENCE on Social Education in Wartime and After will be held in New York City, November 26-28. The conference constitutes the 22nd annual meeting of National Council for the Social Studies.

Anyone interested in attending all or part of the conference should write for further information to Wilbur F. Murra, executive secretary, National Council for Social Studies, 1201 Sixteenth St., N. W., Washington, D. C.

Social Studies Units

ANY social-studies teacher who last spring saw the first numbers in the new *Problems in American Life* series of resource-units issued jointly by National Council for Social Studies and National Association of Secondary-School Principals, with assistance of General Education Board, will be pleased to know that five more numbers are ready.

Each unit contains an analysis of a timely social problem by an eminent social-scientist and a wealth of teaching aids by a master-teacher. Titles and authors are:

No. 6. *Democracy vs. Dictatorship: Teaching American Youth to Understand Their Own and the Enemy's Ways of Life.* By Smith, Negley, and Bush.

7. *The American Family: The Problems of Family Relations Facing American Youth.* By Burgess and Baumgartner.

8. *Agriculture: Teaching Youth About the Problems of the Farmer and Rural America.* By Christensen, Clark, and Knapp.

9. *Crime: The Causes and Extent of Criminal Behavior, Its Prevention and Treatment.* By Sellin and Busey.

10. *Economic Problems of the Post-War World: Democratic Planning for Full Employment.* By Hansen and Leamer.

Price per unit is 30 cents; any 4 for \$1; all five for \$1.25. Order from National Education Association, 1201 Sixteenth St., N. W., Washington, D. C.

* * *

George W. Braden of Pasadena is Western Representative of National Recreation Association with office at 209 Ledyard Building, Pasadena. This year the Association is celebrating its 35th anniversary. Two leaflets may be obtained gratis from Major Braden's office,— 1. Publications on Play and Recreation, 12 pages; 2. National Recreation Association, 8 pages.

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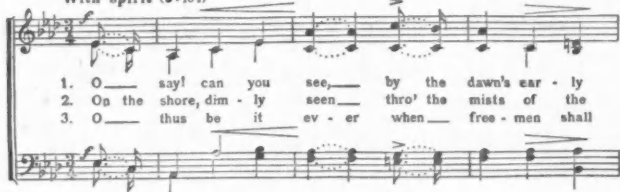
The Star-Spangled Banner

SERVICE VERSION

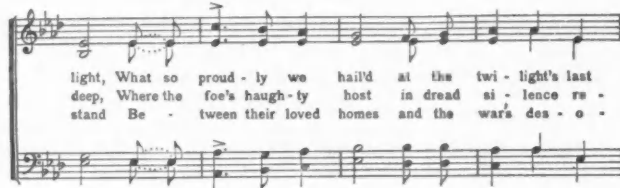
Francis Scott Key

Attributed to
John Stafford Smith

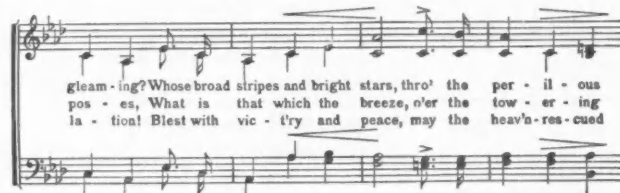
With spirit (J. 104)



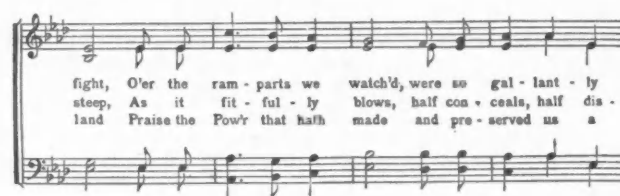
1. O — say! can you see, — by the dawn's ear - ly
2. On the shore, dim - ly seen — thro' the mists of the
3. O — thus be it ev - er when — free - men shall



light, What so proud - ly we hail'd at the twi - light's last
deep, Where the foe's haugh - ty host in dread si - lence re -
stand Be - tween their loved homes and the war's des - o -



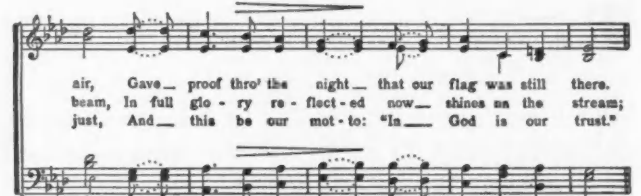
gleam - ing? Whose broad stripes and bright stars, thro' the per - il - ous
pos - es, What is that which the breeze, o'er the tow - er - ing
la - tion! Blest with vic - t'ry and peace, may the heav'n - res - cued



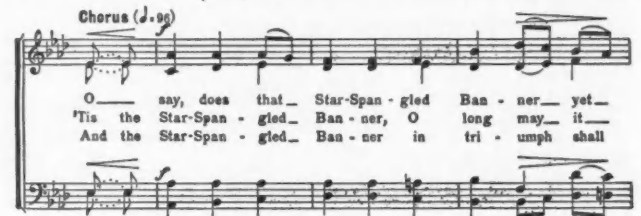
fight, O'er the ram - parts we watch'd, were so gal - lant - ly
steep, As it fit - ful - ly blows, half con - ceals, half dis -
land Praise the Pow'r that hath made and pre - served us a



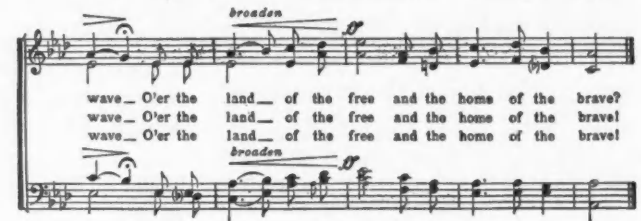
stream - ing! And the rock - ets' red glare, the bombs burst - ing in
clos - es? Now it catch - es the gleam of the morn - ing's first
na - tion. Then — con - quer we must, for our cause it is



air, Gave — proof thro' the night — that our flag was still there,
beam, In full glo - ry re - flect - ed now — shines on the stream;
just, And — this be our mot - to: "In — God is our trust."



Chorus (J. 98)
O — say, does that Star - Span - gled Ban - ner — yet —
'Tis the Star - Span - gled Ban - ner, O long may it —
And the Star - Span - gled Ban - ner in tri - umph shall



brodden
wave — O'er the land — of the free and the home of the brave?
wave — O'er the land — of the free and the home of the brave!
wave — O'er the land — of the free and the home of the brave!
brodden

SERVICE VERSION OF THE STAR-SPANGLED BANNER

THE Star-Spangled Banner, Service Version, is shown herewith through courtesy of Music Educators National Conference, C. V. Buttelman, Executive Secretary, 64 East Jackson Boulevard, Chicago. This version was prepared in 1918 by an eminent committee of 12 representing the Conference, the government, and publishers. The Conference issues a 4-page leaflet, free on request, giving the code, the words and music.

Mr. Buttelman reports universal testimony that the use of the Service Version in the A-flat key for singing is resulting in much more satisfactory audience participation than when the higher key is attempted.

California members of the Conference Board of Directors are Helen C. Dill, Beverly Hills; Marguerite V. Hood, Los Angeles; William E. Knuth, San Francisco.

Reading for Interest

A remarkably good series of readers is issued by D. C. Heath and Company and entitled *Reading for Interest*. Titles in this series, the beginning easier books first, are *Bigger and Bigger*, *Little Lost Dog*, *A Home For Sandy*, *Rain and Shine*, *Something Different*, *Lost and Found*, *Fun and Frolic*, *Luck and Pluck*, *Merry Hearts and Bold*, *The Brave and Free*.

American Foundations and Their Fields, a standard reference book, now appears in its 5th revised edition; compiled by Geneva Seybold; 274 pages, 12 tables; published by Raymond Rich Associates, 330 West 43rd Street, New York; price \$5.00. This comprehensive study covers 314 American foundations and family trusts which have made grants to outside agencies and individuals. All data have been checked and authorized by responsible foundations executives.

Art Education Alert aids America to meet Wartime Needs, is the title of a 48-page booklet, illustrated and designed by students at Pratt Institute, Brooklyn, and nationally distributed to 30,000 superintendents, supervising principals and art teachers. It presents a brief for art training as an aid to the war effort, offering a plan for art education at elementary, secondary and adult levels.

* * *

Promise

Beatrice Krongold, John Muir Junior
High School, Burbank

SOMEDAY and somewhere
We will build the dream
We put aside now,
That its peaceful fulfilment
Be assured the future.

* * *

School Budgets in Total War by John A. Sexson, superintendent of schools, Pasadena, appeared on page 183 of *NEA Journal* for September. This timely article is of special interest to administrators and schoolboard members.

TEACHERS AND CHILDREN

SINCE a genuine love for children is almost universally regarded as a necessary qualification for teaching success, the authors of the *California Test of Personality** utilized items which reveal pupil attitudes in this area. The following data were obtained from a survey of hundreds of children by the Los Angeles County Schools research department:

In the primary grades, 81% of all children felt that adults, including their teachers, did like them, and 93% felt that their classmates also liked them.

In the elementary grades (4 to 6), 63% believed that teachers and other adults felt well about them, and 78% stated that their classmates liked them.

In the junior high school, 63% felt that their teachers were glad to have them in class, and that 84% per cent of their classmates were glad to be associated with them.

* California Test Bureau, 5916 Hollywood Boulevard, Los Angeles.

Siskiyou County Meets

SISKIYOU County held its 73rd Annual Teachers Institute, August 27-29, at Yreka High School; Mildred Grant, county superintendent, Jere E. Hurley, district superintendent, Siskiyou Union High Schools, and other county leaders presided over the various sessions.

Tom Bigelow, Commander of Ross Neilson Post of the American Legion, had charge of the Presentation of Colors, Pledge of Allegiance, and other patriotic features.

David Rhys Jones, representing California Teachers Association, was in attendance and reports an excellent and outstanding series of institute sessions.

Among the speakers were Robert Richart Gros, Francis L. Drag, Ramona Fleeson, Florence D. Hord, H. E. Chamberlain, Verne S. Landreth, Beatrice H. Woodward, Emmeline Banks, Alice L. Edwards, Mrs. P. D. Bevil and Frank W. Hart; Sam H. Cohn gave a summary of the Institute at the final session.

Congratulations to Siskiyou County upon this well-planned educational convention.

In senior high school, 88% believed that their teachers approved of them. Seventy-eight per cent felt that they held a significant place in the life of the school, and 63% had a similar feeling with regard to their homes.

Why many of these children in school feel that their teachers do not like them should be investigated. There is evidence that the lack of a feeling of belonging, acceptance, and security

accounts for many personality difficulties. These children's attitudes may reflect an unsatisfactory situation; they may, on the other hand, be evidence of the fallibility of children's judgments. They could of course be a partial reflection of parental attitudes in the home.

This evidence emphasizes the great desirability of having teachers obtain a more adequate knowledge of child nature and of the problems of personal and social adjustment encountered in the schools.

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JUNIOR RED CROSS

SCHOOL ENROLLMENT FOR SERVICE

M. C. Schafer, Director, American Junior Red Cross, Pacific Area

THE past school year, 1941-1942, has witnessed a great upsurge in Junior Red Cross interest on the part of students and teachers. Again the Junior Red Cross membership is seen marching shoulder-to-shoulder with adults, 14,000,000 school youth, representing the total student membership of over 90,000 enrolled schools — participating in a wide variety of Red Cross and community services.

Alert to their responsibilities as youthful citizens, now, we find students contributing significantly to the Red Cross War Fund; producing great quantities of articles for the care, comfort, and entertainment of the Armed Forces confined to Military Hospitals; waging war on waste; assisting in the forming and equipping of community defense operations; receiving training in First Aid, Water Safety, Accident Prevention, Home Nursing, and Nutrition.

Not only do we find students preparing themselves for service, but actually taking their places beside adults, especially on the high school level, by forming Red Cross First Aid Detachments, by enrolling in Red Cross Canteen Corps and Staff Assistance Corps, and by organizing Junior Red Cross Disaster Relief Corps.

Above all this, they are learning by doing and are becoming trained in social competency and in acquiring the attitudes and skills necessary to general civic leadership — so essential to the preservation of our heritage after the war clouds are lifted.

In-School Organization

In order that students be able to derive the greatest educational benefit and at the same time make their maximum contribution to their school, their community, and to their nation during the trying years ahead, it is strongly recommended that each enrolling

school organize a Junior Red Cross Council to coordinate all service activities of the school. The following pattern is recommended:

1. That a "Teacher-Sponsor" be appointed by the principal or superintendent with the responsibility of supervising and directing all Junior Red Cross efforts of the school.

2. That every member of the school faculty support the program by expressing a genuine interest and by incorporating the activities of their regular school program of work in accordance with approved educational principles.

3. That a "Junior Red Cross Advisory Council" be appointed in each school, made up of five members, students and teachers, with the responsibility to study, review, outline and recommend service possibilities for the student membership in line with school and Junior Red Cross policy.

4. That a student "Junior Red Cross Council" be organized, representative of all classes, clubs, grades, departments — the whole school. The council to become the school student service organization under the supervision of the teacher-sponsor. The Junior Red Cross Council selects, plans, organizes, and develops and carries forward their service program on a sound educational basis with the cooperation of the faculty in accordance with the approved recommendations of the "Faculty-Student Advisory Council".

Educational Objectives

In planning service activities and Red Cross projects, it must be kept in mind that maximum effort should be made constantly to allay the war fears of our children. We do not want to bring war hysteria into our schools and classrooms.

By tying youth's energies, interests and impulses constructively into a program of active, vital service and training, we can dissipate many years that are current in modern war situations.

Every school and every teacher will find in the Junior Red Cross — its program, its service outlets, its publications — a wealth of opportunities to

achieve the following educational objectives:

1. To inspire youth with a desire for service.

2. To help students grasp the idea that the privileges they enjoy have been won by constant struggle throughout the ages, and that they have to be paid for; and that at certain times the price is much dearer than at others.

3. To help students develop interests and find outlets for the emotional stresses that necessarily arise when family and community life is disrupted by war.

4. To establish in the minds of our youth recognition of the fact that it is their responsibility and obligation now to demonstrate by word and deed they are worthy of the sacrifices that are being made by older brothers, cousins, and uncles at the scenes of battle.

5. To build in each student a feeling of worth, of being wanted and needed now for the preservation of our American Way of Life.

Enrollment Campaign — Nov. 1-15

To officially identify themselves with the American Red Cross, students and schools will cooperate with Red Cross officials in the conduct of a nation-wide "School Enrollment for Service" Campaign during the two-week period, November 1-15. The enrollment of every school of the nation in the war work of the Junior Red Cross for the school year ahead is the patriotic objective that has been set by the American Red Cross. This means every school — elementary, secondary, public, private, parochial, large and small — will be asked to enroll and organize for Red Cross service.

The trend of Junior Red Cross enrollment in California during the past several years not only bears witness to the educational implications of the Junior Red Cross program of the past, but clearly points to the possibility of 100% enrollment of all schools of the state this November. The enrollment of California schools for each of the last five years, 1938 to 1942, respectively, has been: 2,044, 2,248, 2,706, 2,989, 3,727. The latter figure representing schools enrolled for the calendar year, 1942, shows an increase of 24.7% over the preceding year.

Elementary Schools—enroll in the Junior Red Cross for the calendar year 1943, effective January 1st, or a national membership fee of 50 cents per classroom. Enrollment supplies including: Enrollment Cards, Membership Buttons, Classroom Posters, and Class Rolls are

obtainable for each enrolling schoolroom from Red Cross Chapters free.

Secondary Schools—enroll for the calendar year also, by payment of \$1 or fraction thereof. Enrolling senior and junior high schools are provided: Enrollment Cards, Individual Membership Cards, Posters, Buttons by the local Chapter free.

It would take a book to adequately picture the implications and advantages of school and student membership in the Red Cross. One major privilege is that of securing copies of the Junior Red Cross magazines: (1) one copy of the "Junior Red Cross News" for each enrolled elementary classroom, and (2) one copy of the "Junior Red Cross Journal" for each one hundred high school students enrolled. These magazines not only make it possible for students to keep in touch with recommended service activities, but enables the membership to keep in contact with outstanding service projects of students throughout the whole nation.

Schools may secure upon request full details and suggestions on Junior Red Cross organization, courses, activities from their local Red Cross Chapter or by writing to the Pacific Area Office of the American Red Cross, Civic Auditorium, San Francisco.

* * *

New Heath Books

HEATH and Company, publishers, have recently issued important new texts, some of the titles being,—

1. *Plane Trigonometry* with applications and with tables, by William L. Hart, Professor of Mathematics, University of Minnesota; 180 pages of text, 124 pages of tables; price \$2.

This text is especially prepared to give the mathematics training now needed by the thousands of high school students who are expecting to serve with the United States armed forces. It is an efficient, concise, and complete presentation of the fundamentals of trigonometry with a strong focus on numerical applications, valuable for all general mathematical purposes, and timely in its applications to specific problems of technical warfare and defense.

2. *French Composition and Reference Grammar*, by Fraser, Squair and Parker, 630 pages; illustrated; \$2. This is one of the Fraser and Squair French Grammar series of 9 texts.

3. *Elementary Portuguese Conversation*, by Charles E. Kany, University of California, and Fidelino de Figueiredo, University of Sao Paulo, Brazil; paper covers, 60 pages; price 36c.

D. C. Heath and Company have California representatives in San Francisco, Hollywood, and Arcadia. George T. Babcock is manager with offices at 182 Second Street, San Francisco.

CALL FOR HELP

THE AMERICAN RED CROSS NEEDS EDUCATORS

AMERICAN Red Cross is employing hundreds of social welfare workers and educators. These new employees perform Red Cross services to the military units both in this country and with the task forces abroad, A. L. Schafer, Pacific Area manager of the national organization, reports.

Red Cross workers give counsel to the men in the armed forces about their personal and family problems, plan and organize recreational activities. They interpret Red Cross service to the military authorities. They act, to quote U. S. Army regulations, "in matters of voluntary relief and in accord with the military and naval authorities as a medium of communication between the people of the United States of America and their Army and Navy."

New professional employees needed include:

Men—Field directors, to serve at the military and naval centers here and abroad to counsel and advise men in the service regarding personal and family problems.

Men and Women—Club directors, program directors, staff assistants to operate clubs in

leave areas overseas, some who qualify through executive or administrative experience, others by experience comparable to the operation of a large community center, and still others who qualify through recreation training and experience.

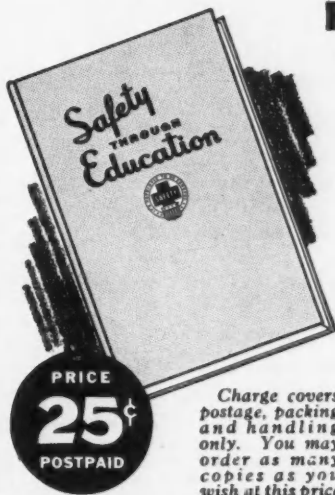
Men—Assistant field directors for recreation, to serve with the task forces overseas, qualified to plan, organize, and promote recreational activities such as sports, games, social recreation, entertainments, arts and crafts, music, dramatics, and game rooms.

Women—Medical and psychiatric social workers, case workers and recreation specialists in military and naval hospitals both here and abroad.

Men and women assigned to the service in this country receive \$135 to \$200 per month; those stationed outside the United States receive \$150 to \$275, plus an additional \$50 per month maintenance allowance in military centers and full maintenance in club work. Uniforms are provided. Those assigned abroad are also provided with certain insurance protection.

Those interested in receiving further information or in making application for a position in the American Red Cross Services to the Armed Forces program should communicate with: Personnel Service, Pacific Area, Civic Auditorium, San Francisco.

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Coming Events

October 1, 2 — Alameda County Teachers Institute, Bret Harte School, Hayward.

October 3 — CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

October 3 — CTA Bay Section Council; regular meeting. Sir Francis Drake Hotel, San Francisco.

October 3 — California School Librarians Association Southern Section; Book Breakfast. Savoy Hotel, Los Angeles.

October 4-10 — National Fire Prevention Week.

October 5-7 — Nevada County Teachers Institute. Truckee.

October 5-7 — Trinity County Teachers Institute. Weaverville.

October 5-9 — National Safety Council; annual meeting. Chicago.

October 12 — Columbus Day.

October 12-14 — Convention of California County, City, and District Superintendents of Schools; auspices State Department of Education. Ambassador Hotel, Los Angeles.

October 15 — Contra Costa County Principals Meeting. Martinez Junior High School.

October 17 — Statewide Liaison Committee on Educational Policies and Plans; initial meeting. Hotel Fresno.

October 24 — Los Angeles High School Teachers Association; Institute Breakfast, 9 a.m. Biltmore Hotel.

October 27-29 — National Safety Congress and Exposition; 31st annual meeting. Sherman Hotel, Chicago.

October 26-28 — Annual Conference on Direction and Improvement of Instruction, and on Child Welfare; for Supervisors, Coordinators and Attendance Officers; auspices State Department of Education. Hotel Biltmore, Los Angeles.

October 31 — Los Angeles Elementary Teachers Club; institute breakfast. City College, 9 a.m.

November 1-15 — American Junior Red Cross; nationwide campaign, School Enrollment for Service.

November 7 — California School Librarians Association Southern Section; Book Breakfast. Savoy Hotel, Los Angeles.

November 8-14 — American Education Week.

November 11 — The Armistice Day of the First World War.

November 11-13 — National Recreation Association; regional institute conference. Eleven Western States. Hotel Oakland.

November 15-21 — Children's Book Week; national headquarters, 62 West 45th Street, New York City.

November 21 — CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

November 23-25 — CTA Central Coast Section; annual meetings.

November 25-December 16 — W. Roy Breg tours California for Allied Youth.

November 26 — Thanksgiving Day.

California Teachers Association

Placement service for members at moderate cost:

Address Earl G. Gridley, 2207 Shattuck Avenue, Berkeley; phone THornwall 5600; or

Carl A. Bowman, 408 South Spring Street, Los Angeles; phone TRinity 1558.

November 26-28 — California Association for Childhood Education; annual convention. Fairmont Hotel, San Francisco.

November 26-28 — National Council of the Social Studies; annual meeting. Hotel Pennsylvania, New York City.

December 4, 5 — CTA State Council of Education; semi-annual meeting, State committee meetings, Board of Directors meeting. Biltmore Hotel, Los Angeles.

December 5 — California School Librarians Association Southern Section; Christmas meeting, 10:30 a.m.; luncheon, 1 p.m. Elks Club, Los Angeles.

December 27-29 — American Association of Teachers of Spanish; 26th annual meeting. George Washington University, Washington, D. C.

December 28-30 — National Business Association; 45th annual convention. Statler Hotel, Detroit.

February 27-March 4 — American Association of School Administrators; annual convention. St. Louis.

* * *

Scott, Foresman and Company, publishers, 623 South Wabash Avenue, Chicago, issue several series of service bulletins for school executives and teachers. *School Briefs*, for executives, is now in its 6th volume. *Primary Activities* and *Middle-Grade Activities*, service periodicals for teachers, are in their 7th volumes.

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